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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) accidents and injuries at work, (2) dressing for safety, (3) on-the-job housekeeping for safety, (4) lifting, carrying, moving, (5) safe use of tools, machinery, and other equipment, (6) electrical safety, (7) fire prevention, (8) chemicals, gas, and poisons, (9) health practices for safety, (10) first aid and procedures for handling accidents, and (11) off-the-job safety. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

CE 002 529

ED 098 424

OCCUPATIONAL SAFETY

U S DEPARTMENT OF HEALTH
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ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT
IN
OCCUPATIONAL SAFETY

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CONTENTS

		Page
	Introduction	2
	Acknowledgments	2
I.	Rationale	3
II.	Subject Matter Outline	4
III.	Unit Objectives	6
IV.	Suggested Interest Approach	6
V.	Modifying the Unit for Your Students	7
VI.	Lesson Plans	10
VII.	Resource Lists	61
	Books, Booklets, and Leaflets	61
	Curriculum Guides	67
	Films	68
	Filmstrips	72
	Multi-Media Kits	73
	Posters	74
	Transparencies	75
VIII.	Student Materials	76
IX.	Teacher Information Sheets	83
X.	Transparency Masters	85

Introduction

This unit, "Occupational Safety," is one of a series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series, namely:

Personal Development
Getting a Job
Introduction to Orientation to the World of Work
Learning About Jobs
How to Keep a Job
The Role of Work in Our Society
Self-Appraisal for Employment
Taxes Affecting the Worker
Handling Your Paycheck

It is suggested that this be taught in short segments at various intervals throughout the school year as it relates to the world of work.

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UNIT: OCCUPATIONAL SAFETY

I. Rationale

Why teach on-the-job safety? The reasons are numerous:

Generally speaking: About 2,000,000 disabling work injuries occur every year in this country.[1] One out of four people will have an accident that requires a doctor's care this year.[2] Nine out of ten of these accidents can be prevented or avoided.[3] Their chief causes are wrong attitudes, lack of knowledge, and errors in judgment.[4] They affect the worker's health, his job, and his pocketbook. For example, overexposure to dust and fumes may weaken lungs making the worker more susceptible to other diseases, cause more frequent absences from work, absorption of sick leave with pay, and deductions from his paycheck. Loss of a hand or an eye may mean loss of previously acquired job skills, require retraining in another skill which the imposed handicap will permit learning, or cause permanent unemployment. A beginning can be made in the classroom to protect the future worker.

From the employer's point of view: Employers have become more safety conscious since the passage of the Occupational Health and Safety Act in 1972, requiring them to furnish working places "free from recognized hazards which may cause death or serious physical harm." They are also more aware than ever before of the importance of accident-free workers due to the new requirement to carry workmen's compensation coverage for employees over and above the contributions to the federal and state workmen's compensation programs. Employers know what it means to lose production time due to accidents and injuries and to meet increased insurance rates when their accident and injury rates are high. They also witness family anguish and increased financial problems in instances of worker death or injury. Employers, therefore, have good reasons for wanting safety-conscious workers.

From the student's point of view: The nature of the disadvantaged and the handicapped makes them accident and injury prone. Employers are hesitant about hiring them (particularly the handicapped) for this reason. Safety consciousness will help students be more acceptable to employers. It will also help them keep themselves and those who work with them safe.

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[1] Safety in Your Future, p. 7

[2] You and Safety, Pamphlet No. 7, p. 2

[3] Ibid., p. 4

[4] Ibid., p. 7

II. Subject Matter Outline

A. Accidents and Injuries at Work
   1. Frequency and Types
   2. Causes and Prevention

B. Dressing for Safety
   1. General Precautions
   2. Head-Eyes-Face Protection
   3. Foot Protection
   4. Other Equipment and Clothing

C. On-the-Job Housekeeping for Safety
   1. Storage for Safety
   2. Disposal of Scrap and Waste
   3. Housekeeping Hazards

D. Lifting, Carrying, Moving
   1. Manual
   2. Machine

E. Safe Use of Tools, Machinery, and Other Equipment
   1. Hand, Bench, and Power Tools
   2. Machinery and Appliances
   3. Ladders

F. Electrical Safety
   1. Safe Use of Electricity
   2. How to Handle Electrical Circuits
   3. What Electrical Shock Will Do

G. Fire Prevention
   1. Safe Practices in Handling Flammable Items
   2. Procedure to Follow in Case of Fire
   3. Safe Practices to Prevent Fires and Burns

H. Chemicals, Gas, and Poisons
   1. Pesticides and Other Chemicals
   2. Natural Gas, Fumes and Ventilation
   3. Medicines and Other Poisonous Substances

I. Health Practices for Safety
   1. Dangers of Working When Faint, Sick, Overtired, or under the Influence of Drugs or Alcohol
   2. Occupational Disease Hazards
   3. Importance of Cleanliness

J. First Aid and Procedure for Handling Accidents
   1. How to Prepare for Emergencies
   2. First Aid (Elementary Rules)

K. Off-the-job Safety
   1. Off-job Safety Practice and the Worker
   2. Safe Driving Habits
   3. Safety Practices at Home

III. Unit Objectives

The student will

A. Identify causes of accidents and injuries.
B. Identify ways to prevent accidents and injuries.
C. Follow safe practices at home, school, and work.
D. Identify procedures to follow in case of accident.

IV. Suggested Interest Approach

A. Have students find news articles relating to causes of accidents and injuries.
B. Film: "Not Even One Chance"; free, Louisville Safety Council
C. Organize a debate about who bears major responsibility for accidents in a plant (the workers or administration).

V. MODIFYING THE UNIT FOR YOUR STUDENTS*

Basic Design. The purpose of this unit on occupational safety is to provide an overview of the role of safety practices in the world of work and to help the students become safety conscious. The instruction is to be non-technical and general in nature. The unit should not be taught as a safety course for any particular job or industry. Reference to particular jobs and industries should be as examples only; and those selected as examples should be the ones with which the student is most familiar, which he can observe, and in which he is employed or likely to be employed in the future.

Deciding What to Teach. The subject matter outlined covers all areas of occupational safety. Select the topics most needed by your students, taking into consideration your teaching time schedule. Examples of how the subject matter outline may be modified are given below. You should make your own modifications.

Suggested Use of Subject Matter Outline. Refer to footnotes on page 9 for maximum use of this schedule. The subject matter outline modifications--General[1], For Girls[2], For Boys[3]--are to be used as follows: The letter and check (✔) marks under each heading represent the topics to be covered with each modification. For example, under the heading "General 1," the footnote reference (a_1) for the topic "Accidents and Injuries at Work," refers to the footnote a_1 on page 9, which suggests that the teacher may wish to add a section on "Why Be Interested in Safety." The check marks (✔) show which topics may be included to provide the general overview or which would be more appropriate to include when the class group is predominately boys or predominately girls.

Subject Matter Outline	Modifications		
	General[1]	For Girls[2]	For Boys[3]
A. Accidents and Injuries at Work	(a_1) ✔	✔	✔
1. Frequency and Types	✔	✔	✔
2. Causes and Prevention	✔	✔	✔
B. Dressing for Safety	(b_1) ✔	✔	✔
1. General Precautions			✔
2. Head-Eyes-Face Protection			✔
3. Foot Protection		✔	✔
4. Other Equipment and Clothing			

*See footnotes, p. 9.

C. On-the-Job Housekeeping for Safety	✓	✓	
1. Storage for Safety	✓	✓	✓
2. Disposal of Scrap and Waste	✓	✓	✓
3. Housekeeping Hazards	✓	✓	✓
D. Lifting, Carrying, Moving	✓	✓	✓
1. Manual	✓	✓	✓
2. Machine			✓
E. Safe Use of Tools, Machinery, and Other Equipment	✓	✓	(a3) ✓
1. Hand, Bench, and Power Tools	✓		✓
2. Machinery and Appliances		(b_2)	✓
3. Ladders	✓	✓	✓
F. Electrical Safety			
1. Safe Use of Electricity	✓	(c_2)	✓
2. How to Handle Electrical Circuits			✓
3. What Electrical Shock Will Do	✓	✓	✓
G. Fire Prevention	(c1) ✓	(d_2)	(b3) ✓
1. Safe Practices in Handling Flammable Items			
2. Procedure to Follow in Case of Fire			
3. Safe Practices to Prevent Fires and Burns	✓		✓
H. Chemicals, Gas, and Poisons	(d1)	(e_2)	✓
1. Pesticides and Other Chemicals			✓
2. Natural Gas, Other Fumes, and Ventilation			✓
3. Medicines and Other Poisonous Substances			✓
I. Health Practices for Safety	✓	✓	✓
1. Dangers of Working when Faint, Sick, Overtired, or under the Influence of Drugs or Alcohol	(e1)	✓	✓
2. Occupational Disease Hazards		✓	✓
3. Importance of Cleanliness		✓	✓
J. First Aid and Procedure for Handling Accidents	(f1) ✓	(f_2)	(c_2)
1. How to Prepare for Emergencies	✓		
2. First Aid (Elementary Rules)			
K. Off-the-Job Safety	✓	✓	(d3) ✓
1. Off-job Safety Practice and the Worker	✓	✓	✓
2. Safe Driving Habits	✓	✓	✓
3. Safety Practices at Home	(g1) ✓	(g2) ✓	(e3) ✓

FOOTNOTES

[1] General Coverage. All topics may be covered if time permits with strategies and resources selected according to the needs and interests of the students. The unit may be taught as a block or in modules at intervals throughout the course. The unit may be shortened as indicated in the columns above.

(a_1) May wish to add a section on "why be interested in safety."
(b_1) Cover general precautions and eye and foot protection.
(c_1) Omit this section if taught as a part of the school program.
(d_1) Omit this section. Combine information with "Off-the-Job Safety."
(e_1) Do not make this section a course on alcohol and/or drugs.
(f_1) Omit, if taught in health and physical education classes.
(g_1) Combine with other sections.

[2] For Girls. Add sections on "caring for children" and "women in industry."

(a_2) Emphasize food handling, cleaning substances, and preventing falls.
(b_2) Include use of appliances, sewing, yard and kitchen tools.
(c_2) Combine with use of appliances.
(d_2) Combine with use of appliances and housekeeping for safety.
(e_2) Combine with use of appliances and housekeeping for safety.
(f_2) Omit, if taught as a part of the school program.
(g_2) Combine with other sections.

[3] For Boys. In urban areas, place special emphasis on shops and factories. In rural areas, emphasize farm use and add a section dealing with safety precautions to observe when dealing with animals. Teach home safety from the maintenance and protection of family point of view.

(a_3) May omit section on appliances and emphasize industry or farm use, depending upon the interests of students and the locality.
(b_3) Omit this section if taught as a part of the school program.
(c_3) Omit, if taught in health and physical education classes.
(d_3) Include motorcycle safety when discussing safe driving habits.
(e_3) Combine with other sections.

MAJOR CONCEPT: A. Accidents and Injuries at Work

SUPPORTING CONCEPTS:
1. Frequency and Types
2. Basic Causes and Prevention

PERFORMANCE OBJECTIVES: The student will

1. List the basic types of accidents and tell why their prevention is important to both the worker and the employer.
2. Give examples of unsafe acts and unsafe conditions.

A. ACCIDENTS AND INJURIES AT WORK 1. FREQUENCY AND TYPES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Prepare a bulletin board display of newspaper articles relating to on-the-job accidents. List the types of unsafe acts which lead to accidents.	Collect articles which relate to job accidents.	Newspapers/magazines (D/H/T) Books, Booklets, Leaflets: No. 21. "Kit O' Tips for Youth and Their Employers"
View film which points out the importance of following safe practices at work.	Same.	Films: No. 10. "How to Have an Accident at Work" No. 21. "Safe Side Clyde"
Study safety posters on display. List two reasons for practicing safety. List two possible causes of the accidents portrayed.	Same.	Posters: No. 1. "Safety Poster Packet" --"Causes and Prevention of Accidents

A. ACCIDENTS AND INJURIES AT WORK 1. FREQUENCY AND TYPES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read the cartoon-type booklets, giving general information on safety at work, general types of accidents, and steps to take to prevent injury.	Same.	Books, Booklets and Leaflets: No. 4. "The ABC's of On-the-Job Safety" No. 54. "You and Safety"
Role play the basic types of accidents. Note to Teacher: Many of these can be illustrated by using a big empty box which could be placed on top of a file cabinet and then falls on a person walking by, etc.	Same.	Empty boxes Student Materials: "Definitions," p. 76 Transparency Masters: "Basic Types of Accidents," pp. 85-87
Make posters to demonstrate types of accidents and preventative procedures.	Same.	Poster board, markers, etc.
Field trip: Visit a plant to observe the safety program. Note to Teacher: Ask supervisor to explain the plant's safety program.	Same.	Local plant with a safety engineer or supervisor in charge of safety program
List and discuss safety features brought out in the talk.	Same.	
View a film to emphasize the danger of falls.	Same.	Film: No. 7. "Falls Are No Fun" No. 25. "Slips and Falls"
Refer to leaflets and poster display and list six causes of falls.	Same.	Posters: No. 1. "Safety Poster Packet" --"Falls" Books, Booklets, and Leaflets: No. 12. "Falls of Persons".

A. ACCIDENTS AND INJURIES AT WORK 1. FREQUENCY AND TYPES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Evaluation: List the most frequent types of accidents on the job. Tell why accident prevention is important to both the worker and the employer.		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View case-centered transparencies illustrating unsafe acts and conditions, and complete the exercises associated with the cases presented. Note to Teacher: Have ready duplicated copies of the exercises in the Student Booklet ready for class use.	Same.	Transparency Series: No. 1. "Succeeding at Work," Subset 5, "Keeping Safe at Work" --"Safety for Others" --"Accidents" --"Carelessness" --"Controlling Emotions for Safety" --"Safe Surroundings" --"Explosives" and accompanying exercises in Student Booklet
Define an unsafe act. Give an example of or describe a situation in which each of the unsafe acts listed occurs. Look for safety and caution signs posted in your school and community. Draw these on a sheet of 8 1/2" x 11" paper. Write a short statement underneath each, telling the type of accident it is trying to prevent.	Same.	Student Materials: "Definitions," p. 76 Transparency Master: "Basic Types of Unsafe Acts," pp. 88-91
Complete programmed exercises dealing with accidents and poor judgment.	Omit programmed exercises. Discuss hazards of driving a car without a license or without owner's permission.	Books, Booklets, and Leaflets: No. 18. "Horseplay" No. 33. Safety, Frames 1-44
Discuss personal experience with or observation of an accident. Explore ways the accident could have been prevented.	Same.	Transparency Master: "Basic Types of Unsafe Acts," pp. 88-91

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a film which emphasizes that one chance may result in an accident; list unsafe acts, such as J.T.O. takes chances because he's in a hurry or some other good reason "just this once."	Same. Watch for reasons why some people take chances and the answer to each excuse given in the film.	Film: No. 17. "Not Even One Chance" (H/D/T)
View a film which illustrates that knowledge doesn't help unless it is reinforced by action which keeps a person safe.	Same.	Film: No. 11. "Knowing's Not Enough"
View transparencies and define the four Imps: --Impatience --Impunity --Impulsiveness --Improvising	Same.	Dictionary Transparency Masters: "The Four Imp's," pp. 92-95
Demonstration: Note to Teacher: Help the students recognize an accident-producing situation before it becomes a real accident. Demonstrate using an electrical tool (electric drill) which has three-pronged plug or an appliance with a broken or frizzy cord.	Same.	Electric drill Three-pronged plug with ground wire removed Small appliance with damaged cord
Brainstorming: Recall unsafe conditions one has seen or experienced. Refer to leaflets and booklets to help jog memory.	Same. Note to Teacher: Prepare handout sheet depicting pictures of safe and unsafe conditions.	Books, Booklets, and Leaflets: No. 4. "The ABC's of On-the-Job Safety" No. 54. "You and Safety" No. 7. "Catastrophe"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Evaluation: Categorize conditions, using the suggested mimeographed list. or Evaluation: Cite examples of unsafe acts in case situations involving safety.	Evaluation: Identify the unsafe conditions and match word with picture. Draw cartoons depicting unsafe acts. Note to Teacher: Vary case situation for the handicapped.	Transparency Masters: "Basic Types of Unsafe Conditions," pp. 96-9 "Basic Types of Accidents," pp.85-87 Student Materials: "Mr. Mop Bucket," p. 77

MAJOR CONCEPT: B. Dressing for Safety

SUPPORTING CONCEPTS:

1. General Precautions
2. Head-Eye-Face Protection
3. Foot Protection
4. Other Safety Equipment and Clothing

PERFORMANCE OBJECTIVES: The student will

1. Describe proper clothing for two different job types, demonstrating a knowledge of proper dress for those jobs.
2. Name two jobs requiring the use of head-eye-face protective devices.
3. Describe how safety shoes protect the feet.
4. Name one job which necessitates the use and maintenance of respiratory equipment.

B. DRESSING FOR SAFETY 1. GENERAL PRECAUTIONS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display safety equipment. Note to Teacher: Arrange with a local safety equipment company to borrow a hard hat, goggles, face shield, gloves, asbestos suits, leg and body shields, safety shoes, etc. and demonstrate the proper use of each. If this resource is not available, alert students to the different types of equipment. Perhaps they can borrow items from someone they know for a day's "show and tell use of" in class.	Same.	Local companies with safety equipment individual students know who have safety clothing or equipment

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Refer to booklets, leaflets, and poster display. Discuss the difference in personal safety equipment and safe dress. Note to Teacher: Dressing safely can include such things as the following: (1) Decide whether to wear long or short sleeves. (2) Ties are often unsafe because they can get caught in machinery. (3) Sleeves should always be buttoned. (4) Proper dress for one job may not be correct for another. (5) Some jobs require uniforms for correct dress while other jobs consist of clean and pressed work clothes. (6) Loose clothing may be dangerous on many jobs.	Same.	Books, Booklets, and Leaflets: No. 11. "Eye Protection" No. 17. "Head Protection" No. 28. "Personal Protective Equipment" No. 32. "Protect Your Hands" No. 16. "Hand Protection" No. 1. "The ABC's of Foot Safety" No. 4. "The ABC's of On-the-Job Safety" No. 55. "Your Hands Are for Living" No. 9. "Ear Protection" Posters: No. 1. "Safety Poster Packet" Magazines Transparency: No. 1. "Succeeding at Work" --"Dressing for Safety"
Illustrate safe dress in relation to various jobs. Make posters or "show and tell."	Same, but limit number of activities.	
View a film which sells the general idea of wearing personal protective equipment, such as people in sports activities wear.	Same.	Film: No. 2. "Be a Pro"
Evaluation: Describe proper clothing for two different types of jobs.	Collect and share pictures of proper clothing for two different types of jobs.	Magazines, newspapers

B. DRESSING FOR SAFETY 2. HEAD-EYE-FACE PROTECTION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Role play: Wear hard hats and safety glasses and devise scenes in which workers are protected by their safety equipment, i.e., a man carrying a long board turns and hits another worker on the head, but the hard hat protects him.	Same.	Equipment from a local supplier (D/H/T) Books, Booklets, and Leaflets: No. 11. "Eye Protection" No. 17. "Head Protection" No. 9. "Ear Protection"
View a film or filmstrip which illustrates the importance of eye safety and list hazards brought out in the filmstrip.	Same.	Filmstrip: No. 4. "Safety at Work" --"Protecting Your Eyes" Film: No. 26. "School Shop Safety"
Visit the shop classes in the school. Ask instructor to demonstrate eye-head-face protection devices. Evaluation: Name two jobs requiring the use of head-eye-face protective devices.	Same.	Shop teacher or industrial arts teacher

B. PERSONAL PROTECTIVE DEVICES 3. FOOT PROTECTION

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Secure a catalog of safety shoes. This will inform of many other safety aspects involved with foot care such as electricity and slip prevention.	Same.	Safety Equipment Catalog
Research types of foot protection and discuss how this enables one to do a more effective job.	Collect pictures of shoes which protect the feet and tell how each will help improve job performance.	Books, Booklets, and Leaflets: No. 15. "Foot Protection" No. 1. "The ABC's of Foot Safety" Safety Equipment Catalog
Demonstration: Show how safety shoes protect toes from a severe blow by falling objects. Note to Teacher: A sample safety shoe with part of toe cut away to show the layers of steel and leather may be borrowed from a local store.	Same.	Different styles of shoes available with safety toe
Evaluation: Describe how safety shoes protect the feet.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Teacher may wish to read the suggested booklets before beginning the discussion. Exhibit leaflets for student examination.	Same.	Booklets: No. 1. "The ABC's of Foot Safety" No. 16. "Hand Protection" No. 23. "Leg Protection" No. 29. "Personal Protective Equipment" No. 32. "Protect Your Hands" No. 45. "Welding and Cutting Safely" No. 54. "You and Safety" No. 55. "Your Hands are for Living"
Discuss when and when not to wear (1) safety gloves. (2) body-leg protection. (3) asbestos suits.	Same. Keep discussion short.	Local police and fire department specialist
Resource person: Invite a trained person to talk about respiratory equipment and its use: (1) as a protective device. (2) as a restoration of life for a drowning victim. (3) for one who has inhaled smoke.	Same. Omit #2.	Member of emergency or rescue squad, police department, or fire department
Name one job for which knowledge of the use of respiratory equipment is essential.	Same.	
Field trip: Visit a local fire house or police department to see many forms of safety equipment and listen to an authorized person discuss its use and maintenance.	Same.	Local fire department Local police department

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
View a piece of worn equipment. Discuss when to replace worn equipment. Note to Teacher: Secure old safety glasses or some other piece of safety equipment.	Same.	
View a film to summarize the value of personal protective devices.	Same.	Film: No. 1. "Bare Minimum" No. 22. "Safety Doesn't Happen"
Summary or Evaluation: View case-centered transparency and complete accompanying student exercise sheet.		Transparency: No. 1. "Succeeding at Work" Subset 5: "Keeping Safe at Work" --"Dressing for Safety" and accompanying exercise from student booklet

MAJOR CONCEPT:

C. On-the-Job Housekeeping for Safety

SUPPORTING CONCEPTS:

1. General Principles to Follow
2. Storage for Safety
3. Disposal of Scrap and Waste

PERFORMANCE OBJECTIVES:

The student will

1. Name three ways to eliminate housekeeping hazards.
2. Stack boxes or material correctly and safely.
3. List two types of waste or scrap that must be removed daily.

C. ON-THE-JOB HOUSEKEEPING FOR SAFETY 1. GENERAL PRINCIPLES TO FOLLOW

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Refer to housekeeping poster on display and keep slogan in mind. Read about good housekeeping practices as they apply to different jobs. View case-centered transparency dealing with safe surroundings and complete accompanying exercises.	Same. Inspect the classroom and correct any housekeeping hazards.	Posters: No. 1. "Safety Poster Packet" --"Housekeeping Safety" Transparency: No. 1. "Succeeding at Work" Subset 5, "Keeping Safe at Work" --"Safe Surroundings" and accompanying student exercise

C. ON-THE-JOB HOUSEKEEPING FOR SAFETY 1. GENERAL PRINCIPLES TO FOLLOW (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Buzz groups: Refer to leaflet and poster previously displayed. Prepare four one-minute skits on falls and preventions and present to class. For example: (1) Freshly cleaned floors (2) Oil spills on floor (3) Protective shoes to prevent slipping (4) Non-skid abrasive coatings on floors	Role play skits depicting falls and prevention. For example: (1) Freshly cleaned floors (2) Oil spills on floor (3) Wear protective shoes to prevent slipping	Prepare skits (H) Posters: No. 1. "Safety Poster Packet" --"Falls" Books, Booklets, and Leaflets: No. 3. "The AEC's of Office Safety" No. 27. "Occupational Housekeeping" No. 37. "Safety in the General Metals Shop" No. 38. "Safety in the Machine Shop" No. 36. "Safety in the Farm Mechanics Shop"
Research what has been done in the school to prevent falls. Look at stairways and any other natural hazards in your school building.	Tour the school building to determine what has been done to prevent falls.	
Ask a local company to share records of accidents or published reports.	Same.	Local company or state agency
Evaluation: Describe in writing three ways to eliminate housekeeping hazards.	Same, or may be stated orally.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Demonstrate how to stack and store boxes of different size and shape in a neat orderly fashion. Practice stacking and storing boxes of different sizes and shapes in a neat orderly fashion.		Boxes of various shapes and sizes
Define the following terms: (1) Flammable (2) Toxic (3) Explosives	Same.	
Mark the boxes in different ways. For example: --Flammable --Toxics --Explosives Re-stack showing what differences are now required.	Same.	
Mark the boxes with different weights. Imagine the crushing effect if heavy boxes are stored on top of lighter, less stable ones. Falls could also result.	Weight various size boxes, such as 5 lbs., 10 lbs., 20 lbs. Stack and note the crushing effect.	Scales, empty boxes, boxes weighted with: One 5 lb. object One 10 lb. object One 20 lb. object
Brainstorming: List reasons why work areas should be kept uncluttered. Visit storage areas to observe if (1) aisles to fire extinguishers are clear. (2) exits are clear. (3) work space is adequate for efficient work habits.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Observation Tour: Visit a warehouse or storeroom. Talk with person in charge about how items are organized and why.	Same. Also, reorganize classroom shelves or closet.	Warehouse or storeroom
Discuss storage of food in freezers and refrigerators and on shelves. Determine how to detect spoilage.	Same.	Cookbooks, home freezing instruction books Film--8mm Single Concept: No. 2. "Cleanliness and Storage: Cooking"
Complete programmed exercises on safe handling of food.	Omit. Listen to discussion by teacher.	Books, Booklets, and Leaflets: No. 32. Safety, Frames 197-205
Evaluation: Ask parents' permission to reorganize and clean storage area, refrigerator, freezer, or garage at home.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Construct a scrap/waste disposal chart. Star the items which create a daily safety or ecological hazard in storage or disposal. (1) Plants producing wood, metal and water wastes (2) Oily rags and contaminated cleaners (3) Toxics (4) Food	Same.	Poster board
Observe how local businesses, farms and plants in area dispose of waste and scrap. Discuss whether the safest and most ecological methods are used.		
View a film which emphasizes that dumping waste into rivers is no answer to disposal problems.	Same.	Film: No. 20. "The River Must Live"
Evaluation: Write a paragraph including two types of waste or scrap that must be removed daily.	Same, or may be stated orally.	

MAJOR CONCEPT: D. Lifting, Carrying, and Moving Objects

SUPPORTING CONCEPTS:

1. Manual
2. Machine

PERFORMANCE OBJECTIVES: The student will

1. Demonstrate safe lifting and carrying procedures.
2. List two advantages of using a machine for help.

D. LIFTING, CARRYING, AND MOVING OBJECTS 1. MANUAL

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read cartoon-type booklet which illustrates how to carry, lift, and move objects without getting hurt.	Same.	Books, Booklets, and Leaflets: No. 2. "The ABC's of Moving Things Safely" No. 49. "What Everyone Should Know About Lifting"
Refer to poster display for hints on lifting and carrying items.	Same.	Posters: No. 1. "Safety Posters Packet" --"Lifting, Carrying, Moving"
Discuss such things as those following: (1) Planning the move (2) Lifting and lowering (unlifting) heavy objects (3) Moving long and bulky objects (4) Carrying lighted torches and hot metals (continued)	Same. Use visuals.	Prepare visuals (H)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(5) Proper way to pull and push (6) Injuries due to incorrect lifting (7) Handling special-shaped objects (barrels, drums, kegs, boxes and cartons, sacks) (8) Physical conditions which make moving heavy objects dangerous to some people		
View a film which describes proper lifting techniques.	Same.	Film: No. 16. "A New Way To Lift" or No. 27. "You Can Handle It"
Evaluation: Demonstrate the proper way to lift a heavy or large object. Use the boxes previously brought to school. or	Same. Note to Teacher: The suggested weight of the box may be 60 or 70 lbs. Have students lift using correct procedures.	Boxes
Demonstrate how to lift, balance, and carry a loaded tray (as for a sickroom or in a restaurant).	Same.	Tray and dishes from school cafeteria

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View pictures of different types of conveyors such as the following: (1) Hand trucks (2) Rollers (3) Cranes (4) Dollies (5) Carts (in hospitals, restaurants, etc.) (6) Farm machinery used for lifting, carrying and moving Note to Teacher: A short explanation of these labor-saving devices will be helpful. An equipment dealer will have sales literature showing conveyors. The school custodian or maintenance man may have a dolly or cart which may be observed in use or borrowed for demonstration.	Field trip: Visit a local supplier to observe the following: (1) Hand trucks (2) Rollers (3) Cranes (4) Dollies (5) Carts (in hospitals, restaurants, etc.) (6) Farm machinery used for lifting, carrying, and moving	Local supplier (H) School maintenance man
Discuss the values of mechanized materials handling such as the following: (1) Faster (2) Less danger for back injury by improper lifting (3) More economical	Same. View filmstrip which describes safety of operating power machines.	Filmstrip: No. 4. "Safety At Work" --"Operating Power Machines"
Evaluation: List two advantages of using machanical devices or machines for moving heavy objects.	Same.	

MAJOR CONCEPT: E. Safe Use of Tools, Machinery, and Other Equipment

SUPPORTING CONCEPTS:

1. Hand, Bench and Power Tools
2. Machinery and Appliances
3. Ladders

PERFORMANCE OBJECTIVES: The student will

1. Practice safety precautions when using hand, bench and power tools.
2. Operate machines and appliances only after proper instruction and with safety guards in place.
3. Demonstrate the proper angle for a ladder in order to be safe as one climbs it.

E. SAFE USE OF TOOLS, MACHINERY, AND OTHER EQUIPMENT 1. HAND, BENCH, AND POWER TOOLS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display posters on safe use of tools. Keep slogans in mind.	Same.	Posters: No. 1. "Safety Poster Packet" --"Using Tools"
Exhibit a variety of hand, bench, and power tools. Note to Teacher: Select from small kitchen tools, sewing tools, car repair tools, shop tools, yard tools, and farm tools.	Same. View a film which describes hand, bench or power tools.	Student Materials: "Hand and Bench Tools," p. 78 Films: No. 12. "Layout Tools for Metal Work" No. 5. "Chisels" No. 4. "Boring and Drilling"
Resource Person: Invite one who is skilled to demonstrate safe use of hand, bench, and power tools. or	Same.	Suggested Resource Persons: --Agriculture teacher --Industrial arts teacher --Home economics teacher Student Materials: "Suggested Tips for Hand Tool Safety," p. 79

E. SAFE USE OF TOOLS, MACHINERY, AND OTHER EQUIPMENT 1. HAND, BENCH, AND POWER TOOLS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View single-concept films on safe use of small tools.	Same.	Films--8mm Single Concept: No. 1. "Cleanliness and Safety: Kitchen" No. 3. "Wood: Hand and Power Tools"
View a filmstrip which describes safe ways of using hand and bench tools.	Same.	Filmstrip: No. 4. "Safety at Work" --"Using Hand and Bench Tools"
Read leaflets covering safe use of tools.		Books, Booklets, and Leaflets: No. 42. "Safety on Part-time Jobs--Food Handling" No. 43. "Summer Jobs--Laborers, Home Yard, and Service Station" No. 26. "National Standard Checklist for Teaching Home Safety"
Construct a tool board to properly store tools on a peg board by drawing outlines of tools. OR: Draw on large paper for an individual pattern to take home for personal tools. (Boys) OR: Develop a plan for organizing kitchen and sewing tools for ease of use and safety. (Girls)	Same.	Peg board from shop (D/H/T)
Discuss safety with power hand tools such as the following: (1) The pre-start checklist (2) Correct operating methods (3) Precautions (4) Adjustments and repairs (5) Cleanup procedure and/or	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss safety when using electric knives, can openers, meat slicers, coffee urns, pressure cookers, choppers, mixers, grinders. Apply to use in home, hospital, cafeteria and restaurant work.		
Field trip: Visit shop to see safe use of hand, bench, and power tools.	Same.	School shop (D/H)
Evaluation: Practice safety precautions when using hand, bench, and power tools. Select and complete exercises or project involving the use of hand tools. Note to Teacher: Girls might like to prepare a salad or simple dessert, demonstrating correct use of knives, can opener, mixer, blender, etc. A simple sewing project (completing a hem or making a simple clothing repair) showing correct use of scissors, pins, etc. would also be appropriate.	Same.	Home economics laboratory School shop

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read Safety Education Data Sheets. Explore the safety measures for the shop selected according to special interests of the individual and report findings to class. and/or	Same.	Books, Booklets, and Leaflets: No. 26. "National Standard Checklist for Teaching Home Safety" No. 50. "What Everyone Should Know about Natural Gas Safety" No. 34. "Safety in the Auto Shop" No. 35. "Safety in the Electrical Shop" No. 36. "Safety in the Farm Mechanics Shop" No. 37. "Safety in the General Metal Shop" No. 38. "Safety in the Machine Shop" No. 39. "Safety in the Sheet Metal Shop" No. 40. "Safety in the Woodshop" No. 20. "Inventory of Safety Check Points in Business Machines, Classrooms, and Offices"
Note to Teacher: Discuss safe use of machinery with which students are familiar, such as sewing machines, stoves, washers and dryers, tractors and other farm machinery, shop equipment, floor scrubbers and polishers, mowers, etc. Use resource people, if desired, such as a farmer, county agent, home demonstration agent, shop teacher, custodian, and others.		Manufacturers' instruction booklets Multi-media Kit: No. 3. "International Harvester Farm Equipment Safety Teaching Kit" National Safety Council Catalog Transparency Masters: "Tractor Safety Series," pp. 100-116 Student Materials: "Tractor Safety Information Sheet," pp. 80-81 "Tractor Safety Exercise Sheet," p. 82
Discuss trouble indicators when using power machines and/or appliances.	Same, except limit number of trouble indicators.	Booklets: Same as above. Books, Booklets, and Leaflets: No. 53. "Women in Industry"
View a film on how to inspect and care for machinery.	Same.	Film: No. 9. "For Safety's Sake" (D/H)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Practice safety measures when operating machines and appliances. Note to Teacher: Arrange for hands-on experiences according to laboratory facilities available. Evaluation: Make a checklist of things to do before using any equipment. Machines are only as safe as the person who uses them.	Same. Chart: Make a "Never" chart, i.e. (1) Never use machines with a safety guard removed. (2) Never use machinery in need of repair. (3) Never leave operating machinery unattended.	Poster paper, magic markers, letter stencils (D/H)

E. SAFE USE OF TOOLS, MACHINERY, AND OTHER EQUIPMENT 3. LADDERS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
List safety precautions concerning ladders such as the following: (1) Keep one hand on ladder at all times. (2) Don't stretch--move the ladder. (3) Place ladder on firm footing.		Books, Booklets and Leaflets: No. 22. "Ladders"
Make a poster illustrating safe use of ladders.		
View a film on safety involving use of a ladder.	Same.	Film: No. 19. "Point of No Return"
Discuss such things as (1) inspection for safety. (2) sitting, climbing and working on ladders. (3) maintenance and storage. (4) selecting the right ladder for the job.	Same.	Ladder
Evaluation: Demonstrate the proper angle for a ladder in order to be safe as one climbs it.	Same.	

MAJOR CONCEPT: F. Electrical Safety

SUPPORTING CONCEPTS:

1. Safe Use of Electricity
2. How to Handle Electrical Circuits
3. What Electrical Shock Will Do

PERFORMANCE OBJECTIVES: The student will

1. Write five safety rules for the use of electricity.
2. Describe what to do when a fuse is blown at work.
3. Describe the procedures for rescuing a shock victim.

F. ELECTRICAL SAFETY 1. SAFE USE OF ELECTRICITY

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display poster dealing with electrical shock. Note to Teacher: Refer to what was learned about electrical safety during the study of electrical machinery and appliances. Advance from this point.		Posters: No. 1. "Safety Poster Packet" --"Electrical Shock"
Look for broken electrical safety rules at home, school, or any other place regularly visited. Report to class one or two days after research begins. Use duplicated checklist provided by teacher.	Same.	Booklet: No. 26. "National Standard Checklist for Teaching Home Safety" --"For Safe Wiring" --"When Using Electric Appliances"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss conductors of electricity--copper, silver, water, etc. Note to Teacher: Emphasize safety. Wires are insulated. Workers may be insulated, too--by rubber boots or gloves if there is water; otherwise, the person may sustain severe shock.	Same.	Books, Booklets, and Leaflets: No. 47. "What Everyone Should Know About Electrical Safety"
Complete programmed exercises dealing with electrical safety.	Omit.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 158-180
Read and discuss booklet on electrical safety.	Make a chart using pictures to describe what everyone should know about electric safety.	Books, Booklets, and Leaflets: No. 47. "What Everyone Should Know About Electrical Safety"
Evaluation: Write five safety rules for safe use of electricity.		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field trip: View fuse boxes and circuit breakers in the school to see what the equipment looks like. Note to Teacher: Arrange a trip to see a fuse box in the school.	Same.	Maintenance personnel
Note to Teacher: Ask building maintenance personnel to demonstrate how to re-set a circuit breaker and change a fuse. Stress that on the job, only authorized persons whould change fuses.	Same.	Suggested Resource Persons: --Electricians --Maintenance personnel
Discuss the importance of learning which switches supply electricity to each machine in a shop.	Same.	
Evaluation: Tell what to do in the following situation: Michael is working on a piece of equipment in shop for which he needs the use of a power saw. There are many power tools being used at this time. As Michael plugs in the saw, a fuse is blown. What should Michael do?	Same, or the situation may be varied.	

F: ELECTRICAL SAFETY 3: WHAT ELECTRICAL SHOCK WILL DO

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Watch a resource person demonstrate the danger of electrocution and listen to him discuss the effects on the body and talk about electrical safety. or	Same.	Electrician Science or shop teacher Employee of local power company Rescue person from police or fire department Member of rescue squad Health and P.E. teacher
Watch teacher demonstration of the effects of electrocution. Note to Teacher: Rig an electric circuit which can be completed by a hot dog. Show what happens to an electrocuted hot dog. The shop teacher might be able to help you construct this gadget.	Same.	Teacher Information Sheet: "Flesh Fry" p. 83
Role play situation where one student gets a severe shock and is still touching the source of electricity. Point out what should be done such as (1) Don't touch the victim. (2) Turn off electricity. (3) Get help.	Same.	Booklet: No. 47. "What Everyone Should Know About Electrical Safety"
Make another "Never Chart" (1) Never grab hold of a person if he has contact with an electric current or line. (2) Never turn on an appliance when standing on a wet floor or in water. (3) Never touch plumbing or metal objects and an appliance at the same time. (continued)	Same.	Suggested handout--"Never" list

F. ELECTRICAL SAFETY 3. WHAT ELECTRICAL SHOCK WILL DO (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(4) Never touch appliances with wet hands. (5) Never use any appliance that sparks or stalls. (6) Never clean an appliance that is plugged in, such as toaster, waffle iron, etc. Always disconnect it first. (7) Never use electrical tools in the rain. (8) Never forget to inspect tools often for wear or repair. (9) Never patch an extension cord; shorten it.		
Evaluation and Summary: Answer a quiz relative to the effects of electric shock on the body and tell how to rescue a shock victim.	Same.	Teacher developed quiz

MAJOR CONCEPT: G. Fire Prevention

SUPPORTING CONCEPTS:

1. Safe Practices in Handling Flammable Items
2. Procedure to Follow in Case of Fire
3. Safe Practices to Prevent Fires and Burns

PERFORMANCE OBJECTIVES: The student will

1. Write two rules about handling flammable items.
2. Select the proper type of extinguisher for any given class of fire (i.e., electrical, gas, oil, etc.).
3. List five ways to prevent fires and burns.

G: FIRE PREVENTION 1: SAFE PRACTICES IN HANDLING FLAMMABLE ITEMS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Name some flammable materials such as the following: (1) Kerosene (2) Paints (3) Solvents (4) Fuel Oil Discuss dangers of handling flammable materials, such as: (1) One gallon of gasoline vaporized can explode with the force of 83 pounds of dynamite. (2) All flammable materials can burn, hurting you and destroying property.	Same.	

G. FIRE PREVENTION 1. SAFE PRACTICES IN HANDLING FLAMMABLE ITEMS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Collect items for a bulletin board which show (1) safe storage and handling of flammable materials. (2) containers properly closed prevent the escape of dangerous vapors.	Same.	Newspaper clippings Safety posters
Discuss methods of identifying dangerous situations.	Same.	
Evaluation: Write two rules about handling flammable items.	Same.	

G. FIRE PREVENTION 2. PROCEDURES TO FOLLOW IN CASE OF FIRE

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss procedures to help in case of fire at work, school, shop, or home.	Same. View a filmstrip which describes ways to put out fires.	Books, Booklets, and Leaflets: No. 26. "National Standard Checklist for Teaching Home Safety" No. 52. "Where's the Fire?" Filmstrip: No. 1. "Fire and Fire Prevention" --"Putting out Fires and Fire Education"
Field trip: Visit an alarm box and show how to operate.	Same.	Local alarm box near school
Complete the programmed exercises about what to do in case of fire.	Same. Assist students by reading the material.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 181-196
Listen to a fireman discuss how to put out fires. Watch his demonstration of the use of different types of fire extinguishers.	Same.	Fireman
View different types of fire extinguishers with a picture placed by each type illustrating the kind of fire it will control safely. Note to Teacher: Collect fire extinguishers or go to a display at a fire station.	Same. View filmstrip which describes ways of protecting against fires.	Filmstrip: No. 4. "Fire and Fire Prevention" --"Fire and Fire Protection" Fire station Curriculum Guide: No. 1. "Safety in Trade and Industrial and Technical Education"
Evaluation: Select the proper type of extinguisher for any given class of fire, e.g., electrical, gas, and oil.	Same.	

G. FIRE PREVENTION 3. SAFE PRACTICES TO PREVENT FIRES AND BURNS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View film or filmstrip on fire prevention.	Same.	Film: No. 8. "Fire--Cause for Alarm" Filmstrip: No. 1. "Fire and Fire Prevention" --"Causes and Prevention of Fire"
Learn some good practices to follow to prevent fires and burns. Complete the programmed exercises on fires, burns, and safety precautions. Also, read booklet on this subject.	Same. Note to Teacher: Help students by reading these.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 130-165 No. 52. "Where's the Fire?" No. 42. "Safety on Part-time Jobs--Food Handling"
Check your home for fire hazards.	Same.	Books, Booklets, and Leaflets: No. 26. "National Standard Checklist for Teaching Home Safety"
Visit a machine shop and observe how oil and grease could be ignited if a machine is not maintained efficiently.	Same.	Machine shop in school
Discuss how safety inspections may turn up an obvious danger simply because a group of people go around looking at everyday practices with safety in mind.	Same.	Safety tour of school or shops
Evaluation: List five ways to prevent fires and burns.	Same.	

MAJOR CONCEPT: H. Chemicals, Gas, and Poisons

SUPPORTING CONCEPTS:

1. Pesticides and Other Chemicals
2. Fumes and Ventilation
3. Medicines and Other Poisonous Substances

PERFORMANCE OBJECTIVES: The student will

1. Describe precautions to take during indoor and outdoor use of chemicals, paints, and sprays.
2. Tell how to detect possible gas poisoning.
3. Tell how to store medicines and other possible poisonous substances.

H. CHEMICALS, GAS, AND POISONS 1. PESTICIDES AND OTHER CHEMICALS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display empty containers and packages of pesticides, sprays, medicines, cleaning fluids, aerosols, etc. Note the cautions printed on the labels.	Same.	Cartons, cans, and bottles
Recall some dangers of toxic materials.	Same.	
Discuss reasons for labeling materials.	Same.	
Discuss both indoor and outdoor precautions when spraying and painting.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss proper ventilation when using chemicals, paints, and sprays. Note to Teacher: May use accident items in the news to illustrate how important proper ventilation is. See teacher information sheet of news articles.	Same.	Books, Booklets, and Leaflets: No. 31. "Poison and You" No. 7. "Catastrophe" (T) Teacher Information Sheet: "Fumes and Asphyxiation," p. 84
Resource Person: Listen to a doctor talk about the effects of certain chemicals on the human body.	Same.	Local doctor
View a film on dangers of pesticides.	Same.	Films: No. 18. "Pesticides in Focus" No. 24. "Safe Use of Pesticides"
Evaluation: Demonstrate safety precautions to take when working with toxic materials in an enclosed area.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Identify the smell of natural gas.	Same.	
Describe the safe use of gas appliances and equipment.	Same.	Books, Booklets, and Leaflets: No. 50. "What Everyone Should Know About Natural Gas Safety"
Describe some of the dangers in the use of natural gas.	Same.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 218-240
Tell what to do if you discover a gas leak.	Same.	Books, Booklets, and Leaflets: No. 50. "What Everyone Should Know About Natural Gas Safety"
Evaluation: Identify the symptoms of carbon monoxide poisoning.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Answer the question: "When can medicines be harmful?"	Same.	Books, Booklets, and Leaflets: No. 31. "Poison and You"
Identify some poisonous substances used around the house and on the farm.	Same.	
Work programmed exercises on precautions to take with poisonous substances.	Same.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 206-217 No. 31. "Poison and You"
Evaluation: Tell how to store possible poisonous substances to avoid danger.	Same.	

MAJOR CONCEPT: I. Health Practices for Safety

SUPPORTING CONCEPTS:

1. Dangers of Working When Faint, Sick, Overtired, or Under the Infulence of Drugs or Alcohol
2. Occupational Disease Hazards
3. Importance of Cleanliness

PERFORMANCE OBJECTIVES: The student will

1. Name four violations of good health practices and tell how they endanger one on the job.
2. Name three occupational diseases or health hazards and the jobs with which they are associated.
3. Tell why personal cleanliness is an important safety factor when handling food and caring for children.

I. HEALTH PRACTICES FOR SAFETY 1. DANGERS OF WORKING WHEN FAINT, SICK, OVERTIRED, OR UNDER THE INFLUENCE OF DRUGS OR ALCOHOL

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss dangers of working when faint, sick, overtired, or using drugs. Identify good health practices violated. Note to Teacher: May wish to use transparencies with discussion-promoting statements or questions as a guide.	Collect pictures and make a chart depicting dangers of working under abnormal conditions.	Magazines, newspapers, poster paper, magic markers Transparencies: No. 1. "Succeeding at Work" Series Subset 5, "Keeping Safe at Work" --"Health Practices for Safety" and accompanying exercise No. 2. "Succeeding at Work" Series Subset 6, "Keeping Healthy at Work" and accompanying student exercise book

I. HEALTH PRACTICES FOR SAFETY 1. DANGERS OF WORKING WHEN FAINT, SICK, OVERTIRED, OR UNDER THE INFLUENCE OF DRUGS OR ALCOHOL (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Review basic good health practices. Do programmed exercises on maintaining good personal health.	Same.	Books, Booklets, and Leaflets: No. 28. Personal Health, Frames 1-355
Become acquainted with the effects of narcotics, tobacco, and alcohol on the body. Tell how their use affects worker efficiency and safety.		Books, Booklets, and Leaflets: No. 28. Personal Health, Frames 356-451 Multi-media Kits: No. 1. "Let's Get Hip: Kit I, Marijuana, Goof Balls, and Pep Pills" No. 2. "Let's Get Hip: Kit II, LSD and Glue Sniffing" Filmstrips: No. 3. "I Never Looked At It That Way Before" Film: No. 13. "Marijuana" OR: No. 14. "Marijuana--The Great Escape"
Describe the effects of physical fitness on being accident prone.		Books, Booklets, and Leaflets: No. 44. "Total Fitness and Prevention of Accidents" (T)
Evaluation: Name four violations of good health practices and tell how they endanger one on the job.		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Define disease.	Same.	Dictionary
Research some occupational disease hazards such as the following: (1) Black lung (2) Asphyxiation (3) Frostbite (4) Radiation sickness (5) Lead poisoning (6) Sunstroke Discuss findings.	Bring clippings of black lung and other occupational diseases. Discuss findings with the class.	Encyclopedias from local library Newspapers Magazines
List some of the local occupational diseases.	Same.	
Evaluation: Name three occupational diseases or health hazards and the jobs with which they are associated.		

I. HEALTH PRACTICES FOR SAFETY 3. IMPORTANCE OF CLEANLINESS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss the importance of having clean clothing and a clean body in the following instances: --working with flammables such as gasoline, oil --handling food in grocery stores, restaurants, hospitals --caring for children and sick people Listen to a professional talk about cleanliness. Learn the procedures for maintaining safety clean uniforms (removing oil and grease, sanitizing) and germ-free hands. Evaluation: Tell why personal cleanliness is an important safety factor when handling food and caring for children.		Health department employee who certifies food handling establishments as to sanitary rating

MAJOR CONCEPT: J. First Aid and Procedure for Handling Accidents

SUPPORTING CONCEPTS:

1. How to Prepare for Emergencies
2. First Aid (Elementary Rules)

PERFORMANCE OBJECTIVES: The student will

1. Tell at least four things which can be done to prepare for emergencies on the job.
2. Select qualified help before administering first aid in serious situations.

J. FIRST AID PROCEDURES FOR HANDLING ACCIDENTS 1. HOW TO PREPARE FOR EMERGENCIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display a well-stocked first aid kit. Review its contents for purpose and use of each item. Note to Teacher: Borrow a first aid kit from a local safety equipment dealer or school office.	Observe a well-stocked first aid kit.	First aid kit
Discuss some factors which cause trouble in emergency situations.	Same. View a filmstrip on first aid.	Books, Booklets, and Leaflets: No. 10. "Emergency Family Handbook" TV programs Filmstrip: No. 2. "First Aid as it Happens" --"Artificial Respiration"

J. FIRST AID AND PROCEDURES FOR HANDLING ACCIDENTS 1. HOW TO PREPARE FOR EMERGENCIES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss "things to know" and "general rules to follow" which will help an individual deal with an emergency situation. Refer to posters, transparency, and booklet. Include in discussion --exercise of self-control. --location of switches on machinery. --location of fire extinguishers. --emergency phone numbers. (Make a chart of these and post near phone.) --reporting injuries and getting emergency care. --rescuing and caring for an injured person.	Same.	Books, Booklets, and Leaflets: No. 47. "What Everyone Shoud Know About First Aid" Posters: No. 1. "Safety Poster Packet" --"Reporting Injuries" Transparencies: No. 1. "Succeeding at Work" Subset 5, "Keeping Safe at Work" --"First Aid" and accompanying student exercise
Evaluation: Tell at least four things which can be done to prepare for emergencies on the job.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Discuss the fact that this unit is not a first aid course and in no way covers the field. It is intended to be an elementary introduction to some rules to follow. Display several good first aid manuals and first aid training posters.	Same.	Books, Booklets, and Leaflets: No. 10. "Emergency Family Handbook" No. 14. "First Aid Manual" No. 48. "What Everyone Should Know About First Aid" No. 13. First Aid Books, Booklets, and Leaflets: (Same as above) No. 2. "The ABC's of Moving Things Safely" No. 4. "The ABC's of On-the-Job Safety" No. 48. "What Everyone Should Know About First Aid" Posters: No. 1. "Safety Posters Packet" --"First Aid Series"
Read and discuss such things as the following: (1) Moving injured people (2) Minor cuts, scratches and abrasions (3) Small wounds --incision wounds --puncture wounds (4) Rescuing a victim of electric shock (5) Rescuing a victim of carbon monoxide poisoning	Same. Make a chart of elementary rules of first aid including such facts as the following: --Serious emergencies requiring first aid should be handled by qualified help.	
Do selected exercises from programmed book on first aid.		Books, Booklets, and Leaflets: No. 13. First Aid

J. FIRST AID AND PROCEDURES FOR HANDLING ACCIDENTS 2. FIRST AID (ELEMENTARY RULES) (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Demonstrations: Observe and practice --stopping bleeding, including nose bleeds. --giving artificial respiration (mouth-to-mouth). --treating fainting and convulsions --bandaging hands and minor cuts. Evaluation: Identify four types of persons who would be qualified to give first aid in serious situations.	Same.	Member of rescue squad Nurse Books, booklets, and posters already mentioned First aid supplies

MAJOR CONCEPT: K. Off-the-Job Safety

SUPPORTING CONCEPTS:

1. Off-Job Safety Practice and the Worker
2. Safe Driving Habits
3. Safety Practices at Home

PERFORMANCE OBJECTIVES: The student will

1. Interpret how off-job safety affects the worker in the world of work.
2. Explain what is meant by driving defensively.
3. List four good rules for safety practices at home.

K. OFF-THE-JOB SAFETY 1. OFF-JOB SAFETY PRACTICE AND THE WORKER

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Explore areas of personal activity where practicing safety is most important. As a guide for this discussion, view transparencies dealing with safety away from the job and complete accompanying student exercises.	Same.	Transparencies: No. 1. "Succeeding at Work," Subset 5, "Keeping Safe at Work" --"Safety After Working Hours" --"Safety Away from the Job" --"Safe Rules for Driving" and accompanying student exercise booklet
Brainstorm: Cite examples showing how failure to follow safety rules in personal life affects the worker on the job.	Same.	
Rate self as a possible accident risk.	Same.	Books, Booklets, and Leaflets: No. 19. "How Do You Rate as an Accident Risk?"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Write an article for the school paper entitled "Off-the Job Safety."	Prepare a pictorial leaflet--"Off-the-Job Safety."	
Evaluation: Write a short paragraph telling why one should practice safety at home as well as at work.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a film on defensive driving.	Same.	Films: No. 3. "Before It's Too Late" No. 6. "Defensive Driving" No. 15. "Memento"
Discuss defensive driving. Consider such items as: (1) Drive at all times in such a way as to defend yourself. (2) Timing distance for safe driving--one car length for every 10 mph. (3) The faster you are traveling, the greater is the distance. (4) Drop back when people cut in, for self-defense.	Same.	School's driver ed. program (T) Books, Booklets, and Leaflets: No. 46. "What Every Driver Should Know" No. 56. "Your Next Accident and How to Avoid It"
Collect articles from newspapers on automobile accidents. Stress value of safety belts. Look for lack of defensive driving habits in the accidents.	Same.	Daily newspaper (D/H)
Complete the programmed exercises on safe driving.	Same.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 45-97
Evaluation and Summary: Explain what is meant by driving defensively, i.e., accidents happen on work time and leisure time when a driver fails to defend himself.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Review/recall what has already been learned concerning safety in the home in other sections of this unit.		Books, Booklets, and Leaflets: No. 47. "What Everyone Should Know About Electrical Safety" No. 50. "What Everyone Should Know About Natural Gas Safety" No. 54. "You and Safety" No. 31. "Poison and You" No. 41. "Safety in Your Future"
Rate your home for safety. Note to Teacher: If rating sheet has been used in study of other sections of this unit, have students complete any remaining sections. Let them evaluate whether safety practices in their homes have improved since the study of this unit. Also, have them relate the changes that have taken place.		Books, Booklets, and Leaflets: No. 26. "National Standard Checklist for Teaching Home Safety"
Complete the programmed exercises dealing with the following areas: --home accidents --special aspects of safety that apply to small children --bicycle safety	Complete the assignments on personal health and safety.	Books, Booklets, and Leaflets: No. 33. Safety, Frames 98-129, 241-251, and 252-297 No. 30. Plans for Living
Evaluation: Prepare written and/or oral reports on: --(Girls) Safety rules to follow when baby sitting. --(Boys) Safety rules to follow when making home repairs and doing yard work.		Books, Booklets, and Leaflets: No. 5. "About Baby Sitting" No. 6. "Baby Sitting" No. 47. "What Everyone Should Know About Electrical Safety" No. 43. "Summer Jobs--Laborers, Home Yard, Service Stations" No. 8. Do It Yourself No. 51. What's in the Tool Box?

	BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"The ABC's of Foot Safety"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1971	$.25; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky.40506
2.	"The ABC's of Moving Things Safely"	Scriptographic	See address above.	1972	Same as above
3.	"The ABC's of Office Safety"	Scriptographic	See address above.	1971	Same as above
4.	"The ABC's of On the Job Safety"	Scriptographic	See address above.	1971	Same as above
5.	"About Baby Sitting"				
6.	"Baby Sitting"	National Safety Council	425 N. Michigan Ave. Chicago, Illinois 60611		$.10; free loan, Resource Center for SVE Teachers
7.	"Catastrophe"	Liberty Mutual Insurance Co.*			Free loan, Resource Center for SVE Teachers
8.	Do It Yourself	Arnold & Posey	Frank E. Richards Pub. Co. 324 First Street Liverpool, N.Y. 13088	1971	$1.35; same as above
9.	"Ear Protection"	Liberty Mutual Insurance Co.			Same as above
10.	"Emergency Family Handbook"	American Red Cross National	Washington, D.C. OR: 1450 Newton Pike Lexington, Ky. 40505	1969	
11.	"Eye Protection"	Liberty Mutual Insurance Co.			Free loan; Resource Center for SVE Teachers

*Liberty Mutual Insurance Company materials available only through Resource Center for SVE Teachers, CDC, 151 Taylor Education Bldg., University of Ky., Lexington, Ky. 40506

	BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
12.	"Falls of Persons"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
13.	First Aid	LeRoy Bolden, Jr.	Behavioral Research Laboratories Box 577 Palo Alto, Calif.94302	1972	$14.87 for specimen set; free loan, Resource Center for SVE Teachers
14.	"First Aid Manual"	American Medical Association	AMA Dept. of Health Ed. 535 N. Dearborn St. Chicago, Ill. 60610	1969	$.15 each
15.	"Foot Protection"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
16.	"Hand Protection"	Same as above			Same as above
17.	"Head Protection"	Same as above			Same as above
18.	"Horseplay"	Same as above			Same as above
19.	"How Do You Rate As An Accident Risk?"	Scriptographic	Channing L. Bete Co. Greengield, Mass.01301		$.25; free loan, Resource Center for SVE Teachers
20.	"Inventory of Safety Check Points in Business Machines Classrooms and Offices"	National Safety Council	425 N. Michigan Ave. Chicago, Ill. 60611		about $.10 each; free loan, Resource Center for SVE Teachers
21.	"A Kit O' Tips for Youth and Their Employers" (No. 0-787-641)	U.S. Dept. of Labor	Supt. of Documents Govt. Printing Office Washington, D.C. 20402	1965	$1.25

	BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
22.	"Ladders"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
23.	"Leg Protection"	Same as above			Same as above
24.	"Making Machines Safer"	Same as above			Same as above
25.	"Material Handling"	Same as above			Same as above
26.	"National Standard Checklist for Teaching Home Safety"	Am. Voc. Assoc. and National Safety Council	425 N. Michigan Ave. Chicago, Ill. 60611		$1.80 per packet of 25; free loan, Resource Center for SVE Teachers
27.	"Occupational Housekeeping"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
28.	Personal Health	LeRoy Bolden, Jr.	Behavioral Research Laboratories Box 577 Palo Alto, Calif. 94302	1972	Free loan, Resource Center for SVE Teachers
29.	"Personal Protective Equipment"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
30.	Plans for Living	Hudson & Weaver	Fearon Publishers 6 Davis Drive Belmont, Calif. 94002	1965	Free loan; Resource Center for SVE Teachers
31.	"Poison and You"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1972	$.25; free loan, Resource Center for SVE Teachers
32.	"Protect Your Hands"	Same as above		1971	Same as above

	BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
33.	Safety	LeRoy Bolden, Jr.	Behavioral Research Laboratories Box 577 Palo Alto, Calif. 94302	1972	Free loan, Resource Center for SVE Teachers
34.	"Safety in the Auto Shop"	National Safety Council	425 N. Michigan Ave. Chicago, Ill. 60611	Revised	Same as above
35.	"Safety in the Electrical Shop"	Same as above	See address above.	Revised	Same as above
36.	"Safety in the Farm Mechanics Shop"	Same as above	See address above.	Revised	Same as above
37.	"Safety in the General Metal Shop"	Same as above	See address above.	Revised	Same as above
38.	"Safety in the Machine Shop"	Same as above	See address above.	Revised	Same as above
39.	"Safety in the Sheet Metal Shop"	Same as above	See address above.	cp. 1957	$.68; minimum order of 10; free loan, Resource Center for SVE Teachers
40.	"Safety in the Woodshop"	Same as above	See address above.	Revised	Same as above
41.	"Safety in Your Future"	U.S. Dept. of Health	Bureau of Labor Standards	1966	$.15; free loan, Resource Center for SVE Teachers
42.	"Safety on Part-time Jobs... Food Handling"	National Safety Council	425 N. Michigan Ave. Chicago, Ill. 60611		about $.10 each; free loan, Resource Center for SVE Teachers
43.	"Summer Jobs--Laborers, Home Yard, Service Stations"	Same as above	See address above.		Same as above

	BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
44.	"Total Fitness and Prevention of Accidents"	National Ed. Assoc.	1201 16th St. NW Washington, D.C. 20036		Free loan, Resource Center for SVE Teachers
45.	"Welding and Cutting Safely"	National Safety Council	425 N. Michigan Ave. Chicago, Ill. 60611	Revised	about $.10 each; free loan, Resource Center for SVE Teachers
46.	"What Every Driver Should Know"	G.E. Company	Nela Park Cleveland, Ohio 44112		Free loan, Resource Center for SVE Teachers
47.	"What Everyone Should Know About Electrical Safety"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1971	$.25; free loan, Resource Center for SVE Teachers
48.	"What Everyone Should Know About First Aid"	Same as above	See address above.	1972	Same as above
49.	"What Everyone Should Know About Lifting"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
50.	"What Everyone Should Know About Natural Gas Safety"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1971	$.25; free loan, Resource Center for SVE Teachers
51.	What's in the Tool Box?	Frank Jubara	Mafex Associates	1971	$2.95; free loan, Resource Center for SVE Teachers
52.	"Where's the Fire?"	Liberty Mutual Insurance Co.		1948	Free loan, Resource Center for SVE Teachers

BOOKS, BOOKLETS, AND LEAFLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
"Women in Industry"	Liberty Mutual Insurance Co.			Free loan, Resource Center for SVE Teachers
"You and Safety"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1971	$.25; free loan, Resource Center for SVE Teachers
"Your Hands Are for Living"	Droy Publications	Deerfield, Mass. 01342		$.14
"Your Next Accident and How to Avoid It"	Scriptographic	Channing L. Bete Co. Greenfield, Mass. 01301	1971	$.25; free loan, Resource Center for SVE Teachers

	CURRICULUM GUIDES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Safety in Trade and Industrial and Technical Education"	John C. Thomas Curriculum Specialist	Curriculum Development Center University of Kentucky Lexington, Ky. 40506	1974	Free

	FILMS (16MM)	AUTHOR-SOURCE	ADDRESS	LENGTH	
1.	"Bare Minumum"	Louisville Safety Council	209 W. Market St. Louisville, Ky.	10 min.	Free loan; borrower picks up and returns (local only)
2.	"Be a Pro"	Liberty Mutual Insurance Co.		18 min. color	Free; borrower pays return postage
3.	"Before It's Too Late"	Bell Telephone Co.	521 W. Chestnut St Louisville, Ky. 40202	14 min.	Free; borrower pays return postage
4.	"Boring and Drilling"				Free loan, Resource Center for SVE Teachers
5.	"Chisels"	AAA Auto Club	Local AAA Club	15 min.	Same as above
6.	"Defensive Driving"	Louisville Safety Council	209 W. Market St. Louisville, Ky.	20 min.	Free
7.	"Falls Are No Fun"	Bell Telephone Co.	Local Bell or Louisville	12 min. color	Borrower must pick up and return.
8.	"Fire--Cause for Alarm"	Louisville Safety Council		15 min.	Free loan; pay return postage
9.	"For Safety's Sake"	Walt Disney Educational Materials Co.	666 Busse Hwy. Park Ridge, Ill. 60068	16 min.	Free
10.	"How to Have an Accident at Work"	#SU 485	U.S. Steel Corp. Chicago Film Center 208 S. LaSalle St. Chicago, Ill.60690	29 min. color	Rental
11.	"Knowing's Not Enough"				Free loan; borrower pays return postage.

	FILMS (16MM)	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
12.	"Layout Tools for Metal Work"				Free loan, Resource Center for SVE Teachers
13.	"Marijuana"	Louisville, Free Public Library Louisville Bd. of Education	4th & York Louisville, Ky.	33 min. color	Free loan; borrower must pick up and return. OR: Rental from Audio Visual Services, Porter Bldg., U of K, Lexington, Ky. 40506 Rent: $10
14.	"Marijuana--The Great Escape"	Ky. Dept. of Mental Health	Office of Preventive Programs P.O. Box 718 Frankfort, Ky.40601	20 min.	Free loan
15.	"Memento"	Bell Telephone Co.	521 Chestnut Louisville, Ky. 40202	10 min. color	Free
16.	"A New Way to Lift"	Louisville Safety Council 585-3344	209 W. Market St. Louisville, Ky. 40202	10 min.	Borrower must pick up and return.
17.	"Not Even One Chance"	Louisville Safety Council	209 W. Market St. Louisville, Ky.	10 min. B/W	Free loan; borrower picks up and returns
18.	"Pesticides in Focus"	Shell Oil Co.	Shell Film Library 450 N. Meridian St. Indianapolis, Ind. 46204	21 min.	Free loan; borrower pays return postage
19.	"Point of No Return"	Louisville Safety Council	209 W. Market Louisville, Ky.	15 min.	Free

	FILMS (16MM)	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
20.	"The River Must Live"	Shell Oil Co.	Shell Film Library See address above.	21 min.	Free loan; borrower pays return postage
21.	"Safe Side Clyde"	Motion Picture Service	U.S. Dept. of Agriculture Washington, D.C. 20250	16 min.	Free loan
22.	"Safety Doesn't Happen"	Louisville Safety Council	See address above.		Free
23.	"Safety Is In Order"	Louisville Safety Council	See address above.	10 min.	Free
24.	"Safe Use of Pesticides"		Audio Visual Services, U of K Porter Building Lexington, Ky. 40506	21 min. color	Rental, $1.00
25.	"Slips and Falls"	Bell Telephone Co. OR: Audio-Visual Services, UK	501 W. Chestnut Rm. 110, Louisville, Ky.40202	10½ min.	Free loan; borrower pays return postage
26.	"School Shop Safety"	BFA			Free loan, Resource Center for SVE Teachers
27.	"You Can Handle It"	Louisville Safety Council	209 W. Market St. Louisville, Ky.	10 min.	Borrower picks up and returns.

	FILMS (8MM--SINGLE CONCEPT)	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1.	"Cleanliness and Safety: Kitchen" (with sound)	Sterling Educational Films			
2.	"Cleanliness and Storage: Cooking" (with sound)	Sterling Educational Films			
3.	"Wood: Hand and Power Tools" --"The Circular Saw" --"The Electric Handsaw" --"The Jig Saw" --"The Lathe: Center-Turning" --"Making a Mortise"	Encyclopedia Britannica			

	FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1.	"Fire and Fire Prevention" --"Causes and Preventions of Fire" --"Fire and Fire Protection" --"Putting Out Fires and Fire Education"	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y.11435		Free loan
2.	"First Aid as it Happens" --"Artificial Respiration"	Eye Gate House OR: Resource Center for SVE Teachers	See address above. 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506		Free loan
3.	"I Never Looked at it That Way Before"	Guidance Associates OR: Resource Center for SVE Teachers (See address above.)	Pleasantville, NY	2 filmstrips 2 records	$35.00
4.	"Safety at Work" --"Protecting Your Eyes" --"Using Hand and Bench Tools" --"Operating Power Machines"	Scott, Ed. Div. OR: Resource Center for SVE Teachers	See address above.		Free loan

	MULTI-MEDIA KITS	PUBLISHER - ADDRESS	DATE	COST
1.	"Let's Get Hip: Kit I, Marijuana, Goof Balls and Pep Pills"			Free loan, Resource Center for SVE Teachers 151 Taylor Educ. Bldg. Univ. of Ky. Lexington, Ky. 40506
2.	"Let's Get Hip: Kit II, LSD and Glue Sniffing"			Same as above
3.	"International Harvester Farm Equipment Safety Teaching Kit"	Editor IH Farm Advertising Dept. International Harvester 401 N. Michigan Avenue Chicago, Illinois 60611		

	POSTERS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Safety Posters Packet" (series of safety posters collected from different sources)				Free loan, Resource Center for SVE Teachers

	TRANSPARENCIES	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1.	"Succeeding at Work" Series --Subset 5, "Keeping Safe at Work"	Hudson & Weaver United Transparencies, Inc.	P.O. Box 688 Binghamton, NY 13902		Free loan, Resource Center for SVE Teachers
2.	"Succeeding at Work" Series --Subset 6, "Keeping Healthy at Work"	Same as above			Free loan, Resource Center for SVE Teachers

DEFINITIONS

An unsafe act is any deviation from a generally recognized safe way of doing a job that may cause or contribute to an accident.

An unsafe condition is any element in an employee's environment that may cause or contribute to an accident. These conditions include tools, equipment, machinery, materials, structures, atmosphere, etc.

An accident may be described as an unexpected happening, usually in the form of an abrupt contact between a person and an object, substance, or exposure in the surroundings.

SUGGESTED CASE SITUATION

MR. MOP BUCKET

In Mrs. James' class a demonstration is being given by two students, Bob and John, showing the correct techniques to clean a tile floor. With all materials collected the students began their performance. About mid-point of a mopping scene the fire alarm sounded. Bob and John were the first to exit the room, leaving a mop bucket with water and a mop in the middle of the floor....

SUGGESTED HAND AND BENCH TOOLS

- Hammers
- Chisels
- Saws
- Nails
- Screwdrivers
- Files
- Scribers
- Knives
- Compressed Air
- Soldering irons
- Drills
- Grinding wheels
- Pointed tools

SUGGESTED TIPS FOR HAND TOOL SAFETY

a. Select the right tool for the job.
b. Keep tools clean and in repair.
c. Keep tools stored properly.
d. Apply correct techniques when using tools.
e. Observe precautions.

TRACTOR SAFETY INFORMATION SHEET

A. Need for safe tractor operation

1. According to the National Safety Council, agriculture is the third most hazardous occupation.
2. The National Safety Council says "27% of all farm accidents are tractor accidents."
3. Six out of ten total tractor accidents are due to overturns.
4. One-third of the tractor accidents are due to involve people under 25 years of age.
5. Tractors are the number one farm accident killer.
6. Over a thousand people are killed in tractor accidents in tne U.S. each year.
7. Safe tractor operation will definitely reduce the number of farm deaths.

B. Factors that cause farm tractor accidents

1. Ignoring safety precautions
2. Operator too young or too old
3. Operator not familiar enough with tractor
4. Operating tractors on rough terrain
5. Traveling too fast
6. Operator too tired
7. Operating tractor at night
8. Faulty service procedures
9. Failure to recognize possible tractor hazards

C. Kinds of farm tractor accidents

1. Tractor overturns
   (a) Backward upset--fatal 66% of the time
   (b) Side upset--fatal 33% of the time
2. Tractor falls
3. Individuals run over
4. Tractor-vehicle collisions

5. Power take-off entanglements

6. Tractor fires

D. Ways of preventing farm tractor accidents

1. Observe tractor safety rules.

2. Provide protection for operator if overturn occurs such as roll bar, crush-proof cab, seat belt, etc.

3. Allow only capable, trained and experienced people to operate tractors.

4. Select safe operation speeds for all jobs.

5. Drive cautiously.

6. Hitch only to the drawbar.

7. Add front-end weight when pulling heavy loads up extreme slopes.

8. Use the tractor only for the jobs it was designed to do.

9. Operate tractor only when physically fit.

10. Be aware of physical impairments that may cause accidents such as the following:
(a) Poor eyesight
(b) Deafness
(c) Advancing age
(d) Other handicaps

11. Never allow small children to ride on tractors pulling equipment.

12. Set wheels as wide apart as practical for the job.

13. Always operate your tractor according to recommendations in the operator's manual.

TRACTOR SAFETY EXERCISE SHEET

1. Look for tractor accident reports in newspapers. Develop a bulletin board display of these accidents.

2. View the farm tractor safety transparencies.

3. Discuss tractor accidents you have witnessed. List ways these accidents could have been prevented.

4. Develop a list of safety precautions to follow when operating a farm tractor. Make a composite list for the class on the chalkboard.

5. Find out the number of accidents caused each year by improper use of farm tractors. List situations which would cause tractor accidents.

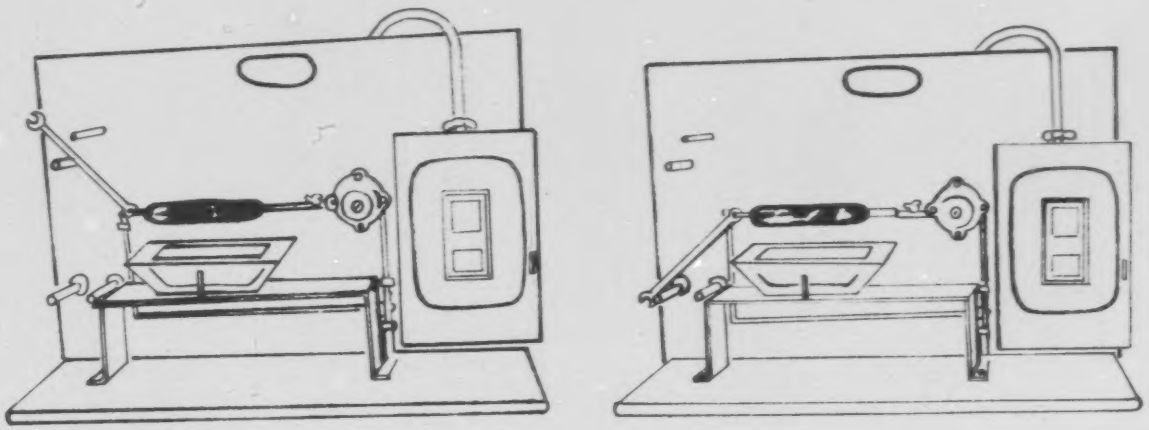
6. Discuss the reasons for using the slow-moving vehicle symbol.

K DEV CNTR-UK -1208

FLESH FRY

Robert Koy, Chrysler Airtemp Plant, Bowling Green, Kentucky, created the device below to show what electricity can do to human flesh. This idea was published in the June, 1972 National Safety News.

The wiener on the gadget simulates human flesh. A short circuit is created by allowing a tool to break a hair-sized wire on two terminals (left of the supporting bracket). When the master switch is turned on, the wiener fries. Then a spring-loaded dowel is removed from the rear of the board which permits the wrench to fall. This short-circuits the tiny wire and gives off a brilliant flash. At that time, the master switch is turned off and locked out. (See illustration on the right.)



Sprayer Fumes Fatal To Youth

A 19-year-old De Mossville, Ky., man died today when he was overcome by fumes while cleaning out a crop sprayer on the Trimble farm on Hume-Bedford Road at Greenwich Pike.

Assistant Coroner William McCarney said the young man's name would not be released until after his family had been notified later today.

McCarney said the young man was dead when he arrived at the Trimble place about 11:15 a.m. The victim had entered the crop sprayer situated in a barn through a portal in the top to clean it, McCarney said; the youth had painted the interior only Friday, the coroner said.

Mr. McCarney said he thought the youth was overcome by fumes, "aspirated and choked to death."

Two Asphyxiated By Gas In Sewer Lift

JACKSON, Ky. — A 27-year-old Jackson man died Friday night attempting to rescue a fellow worker who had been asphyxiated by methane gas in the city sewer pumping station and a third man barely escaped death trying to save the other two.

Breathitt County Coroner Dean Spencer ruled accidental the deaths of Paul Ray Goff, 27, and Charles Edward Frazier, 27, also of Jackson, employes of the city water and sewer works.

Almost overcome trying to rescue them from the sewer pump station into which they had fallen was Larry Plummer.

Coroner Spencer gave this account:

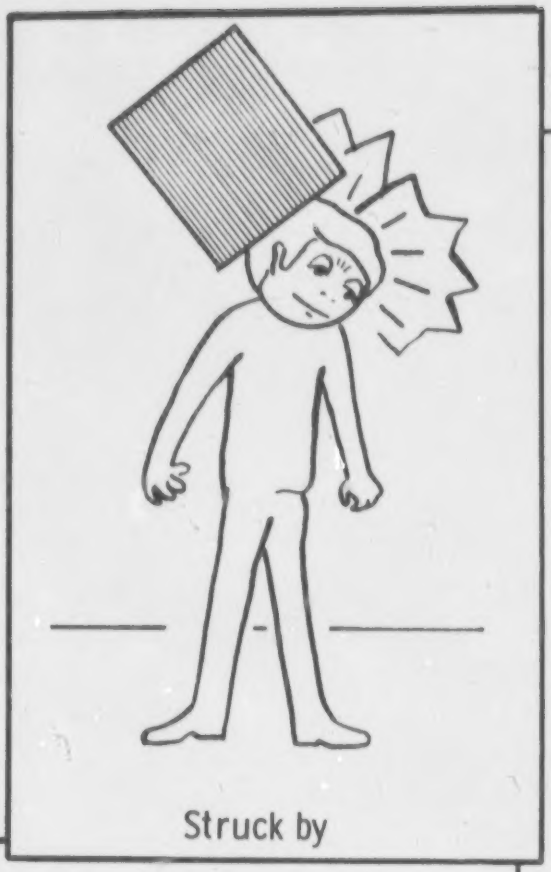
The pumping station, at the edge of the river, had been malfunctioning, possibly because of excessive rainfall, and Goff and Frazier had been among a crew working at the site most of Friday under the direct of Dailey Sallee, superintendent of the water works.

The gasoline pump in the bottom of the "lift station," a structure 37 feet tall and three feet in diameter, had run out of fuel. Goff and Frazier left

(See Col. 4, Back Page, This Section)

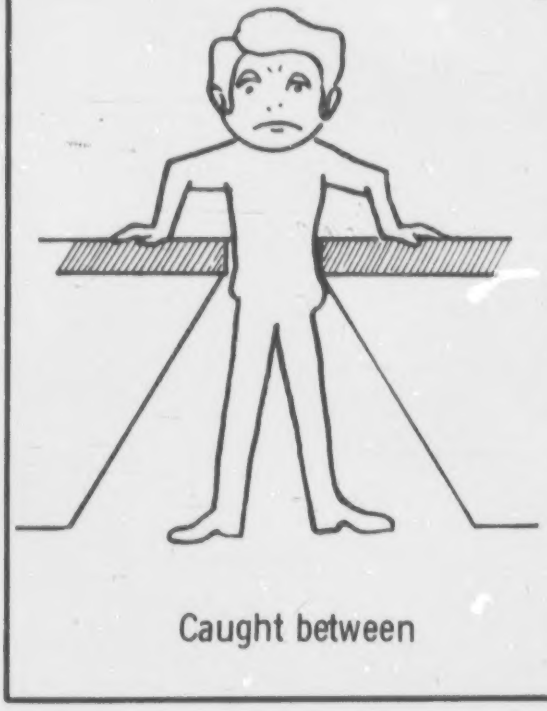
rr. dev cntr.-UK-1208

BASIC TYPES OF ACCIDENTS



Struck by

Struck against



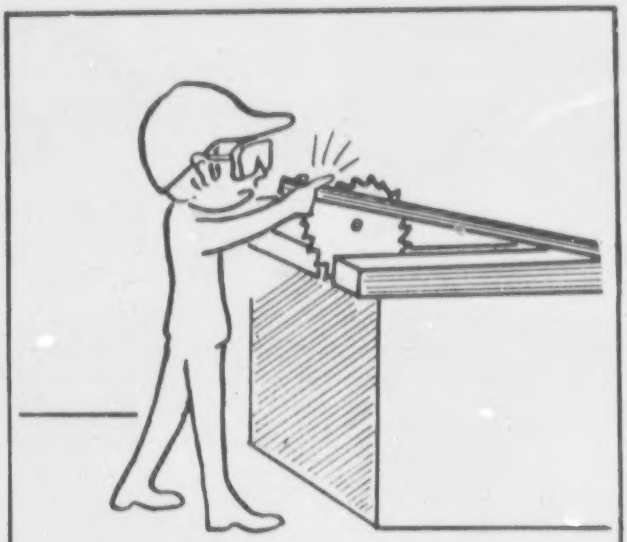
Caught between

Caught in

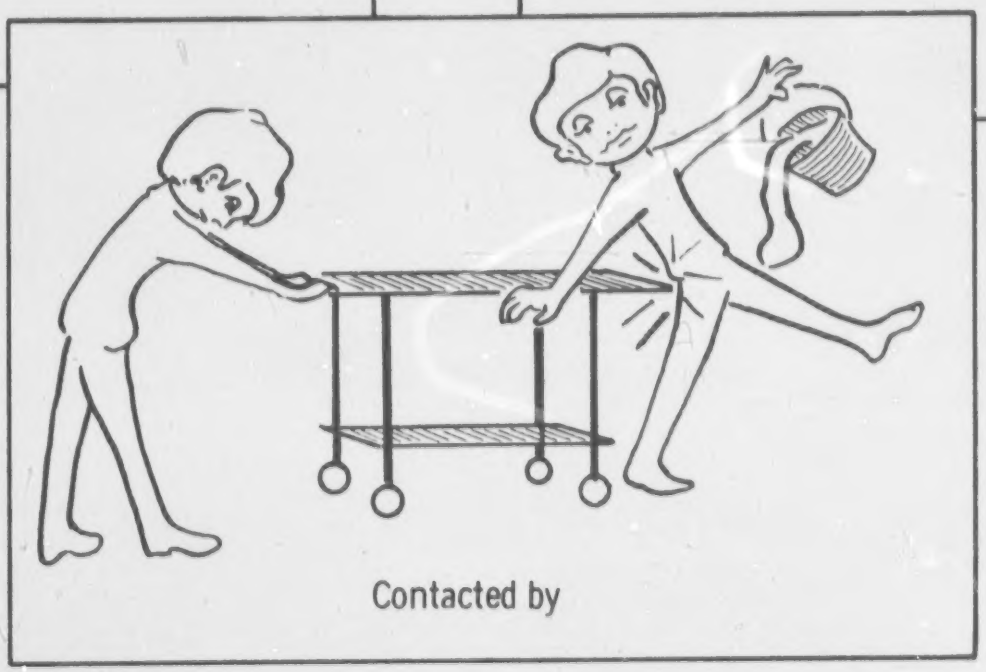
owens, curr. dev. cntr. U.K. 1208-1

Owens, Curr. Dev. Cntr. U.K. -1208-2

Caught on



Contact with

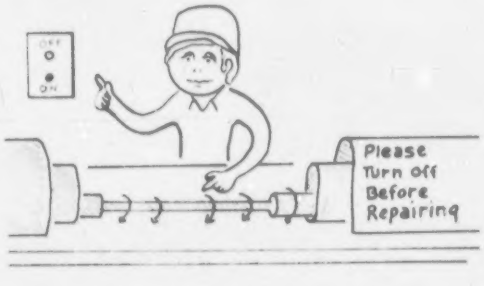


Contacted by

BASIC TYPES OF UNSAFE ACTS

Using tools or equipment unsafely

Taking an unsafe position or posture

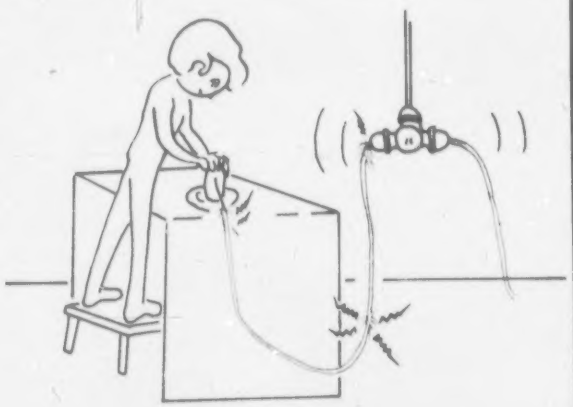


Servicing moving, energized, or otherwise hazardous equipment

Owens, Curr. Dev. Cntr., U.H-1208-8

Failure to warn or signal as required

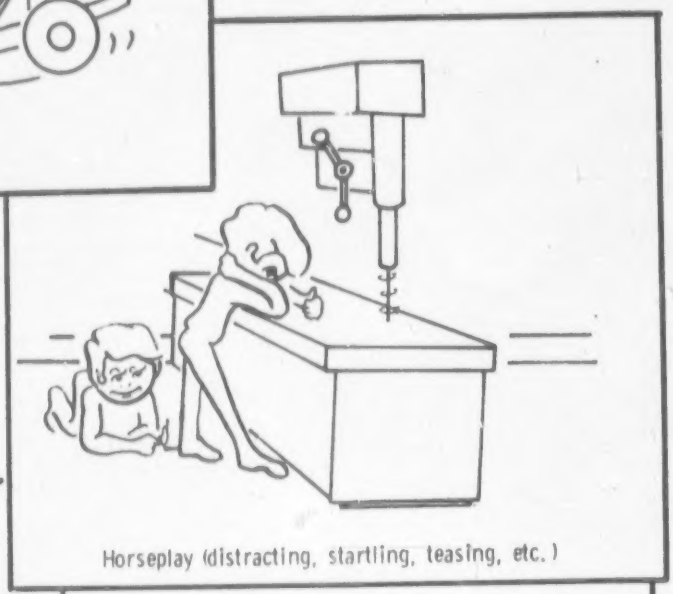
Removing or making safety devices inoperative



Knowingly using defective tools or equipment

Owens, Curr. Dev. Cntr, U K. -1208-9

Riding hazardous moving equipment



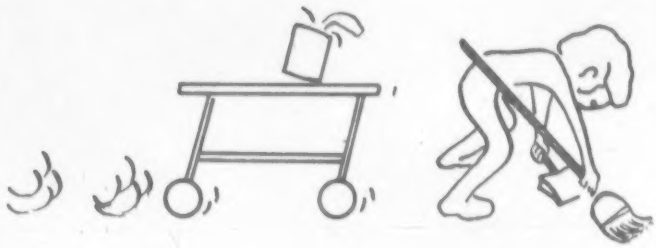
Horseplay (distracting, startling, teasing, etc.)

Failure to wear personal protective equipment

Failure t[illegible] your mind on your work

Owens, Curr. Dev. Cntr. U.K-1209-10

Operating or using equipment without authority



Failure to be alert to unexpected movement

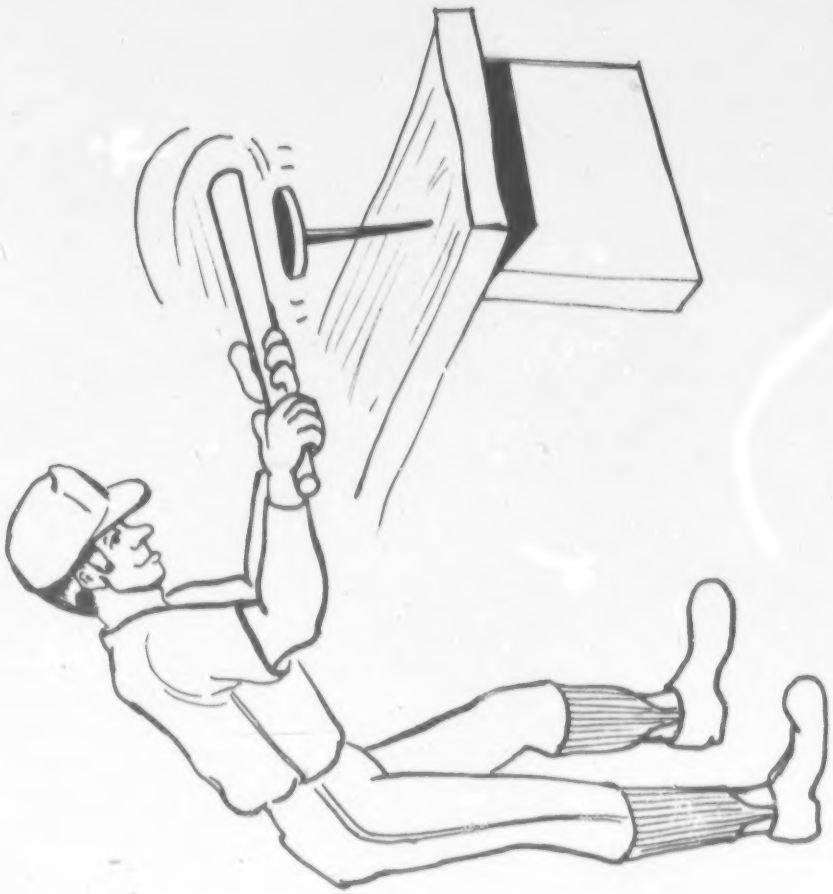
Operating or working at an unsafe speed

Owens, Curr. Dev. Cntr, U.K. 1208-11

IMPATIENCE

G. OWENS, CURR DEV CNTR, U.K. -930-1

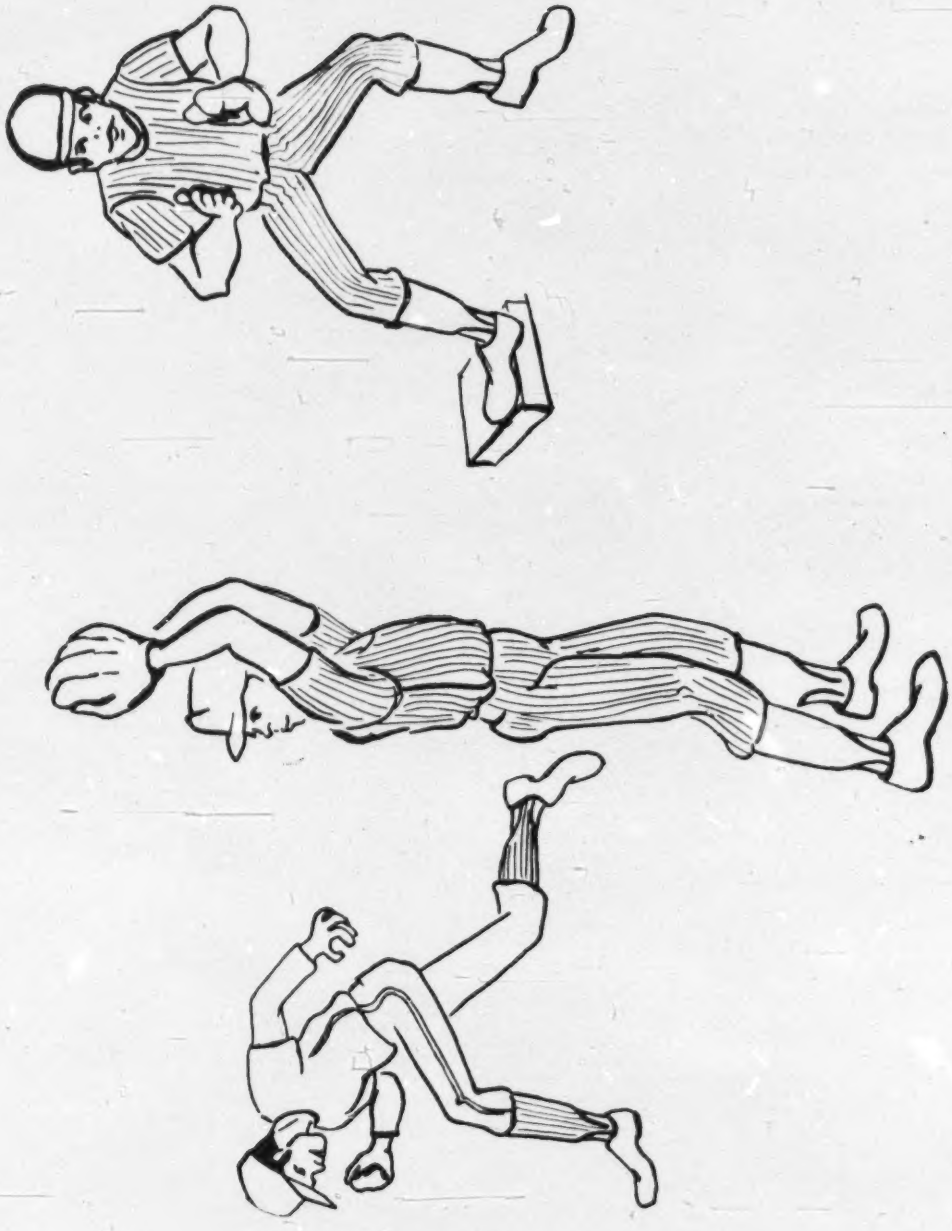
IMPROVISING



G. OWENS, CURR. DEV CNTR, U.K. -930-2

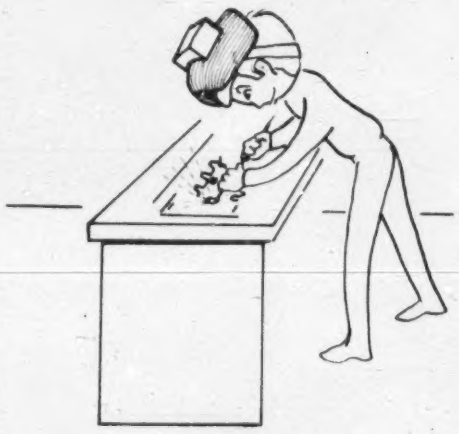
IMPULSIVENESS

S. OWENS, CURR DEV CNTR, U K - 930-3

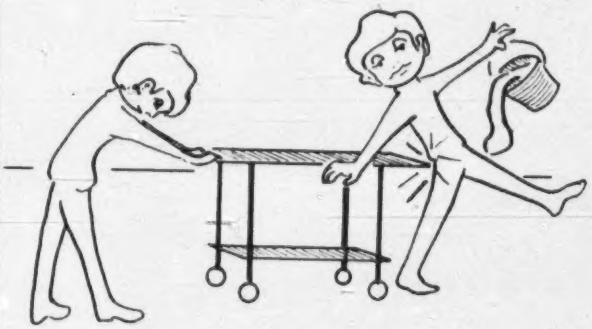


OWENS, CURR DEV. CNTR, U.K. -930-4

BASIC TYPES OF UNSAFE CONDITIONS

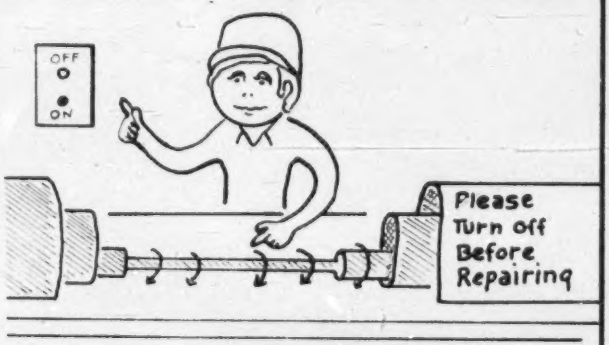


Lack of guards and safety devices



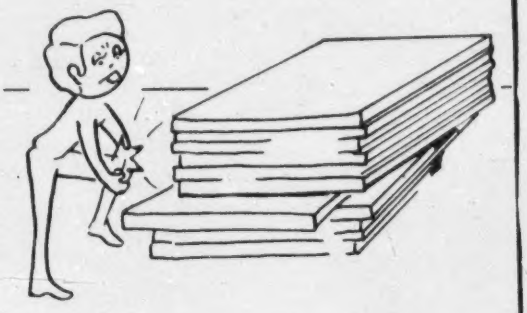
Lack of warning systems

Fire and explosion hazards

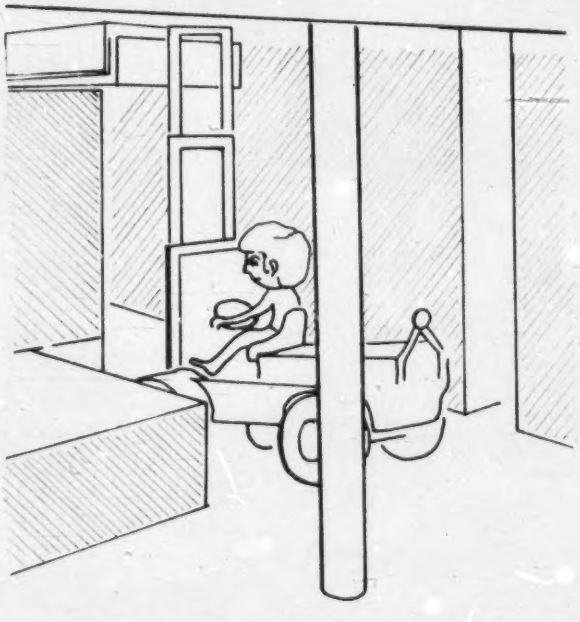


Unexpected movement hazards

Poor housekeeping hazards



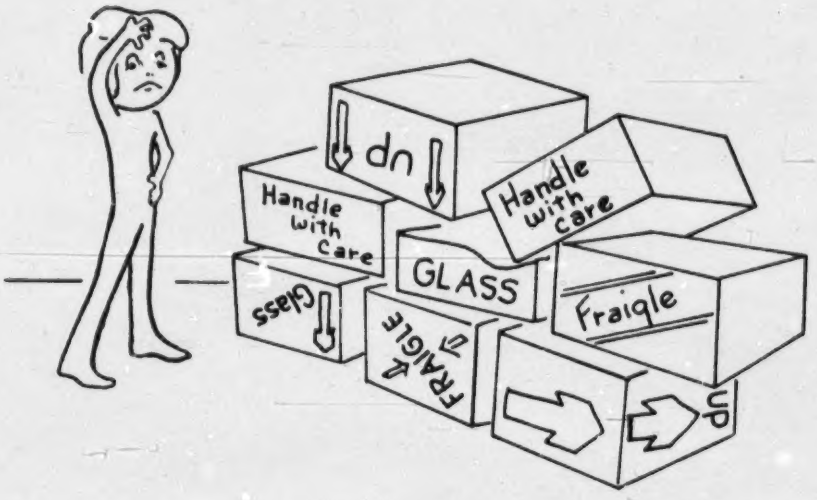
Protruding object hazard



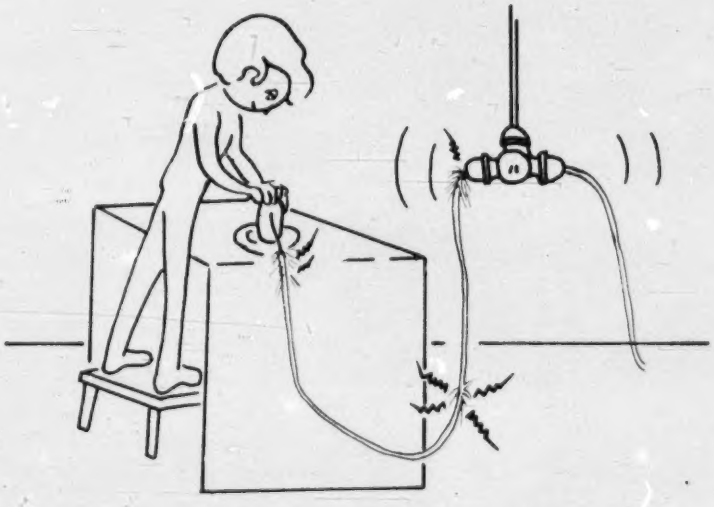
Close clearance and congestion hazards

Hazardous atmospheric conditions

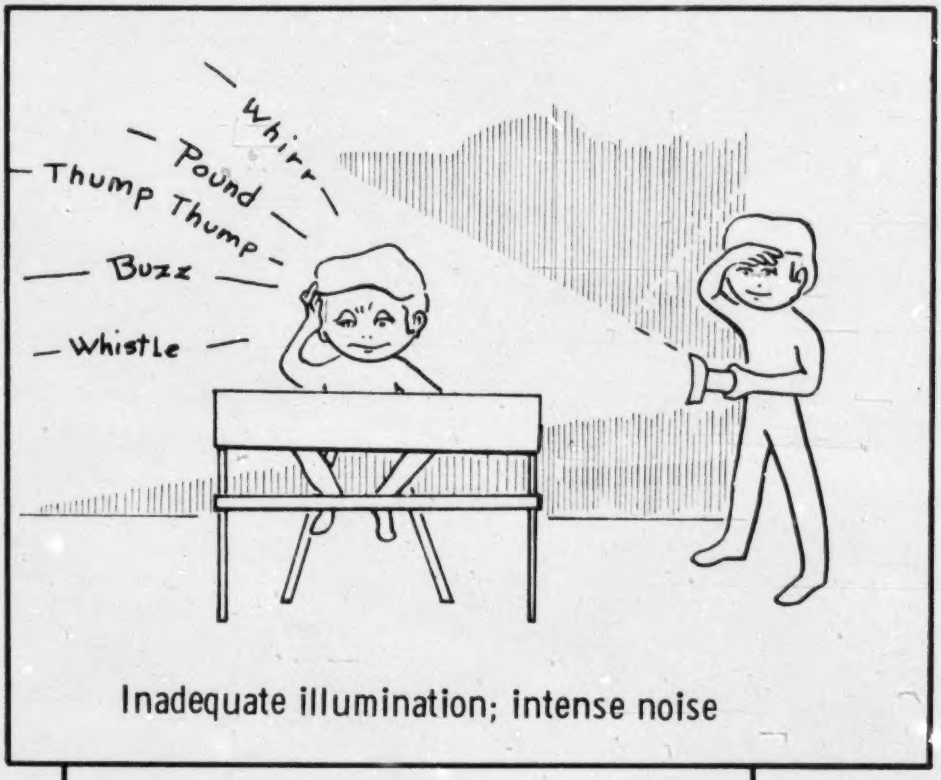
Owens, Curr. Dev. Cntr., U.K.-1208-7



Hazardous arrangement, placement, or storage



Hazardous defects of tools, equipment, etc.



Inadequate illumination; intense noise

Hazardous personal attire

wens, Curr. Dev. Cntr.-U.K.-1208-4

RULES FOR FARM TRACTOR SAFETY

OPERATING a tractor can be easy and safe--yet thousands of persons are killed or injured each year in tractor accidents.

WHY? Too many tractor operators don't know, or ignore, a few simple safety rules.

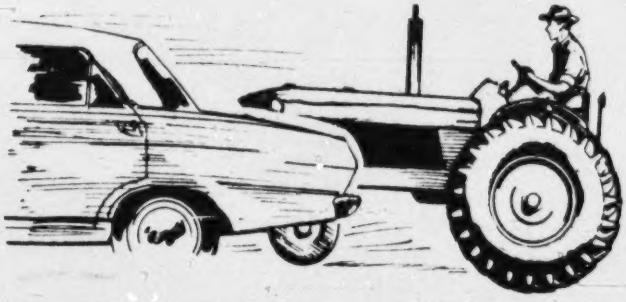
On the following transparencies you will see some of the most important rules for tractor safety.

By LEARNING and USING these rules whenever you operate a tractor, you will accomplish two things;

1. You will demonstrate that you are a mature, responsible person.
2. You will protect something that neither you nor anyone else can replace--YOUR LIFE.

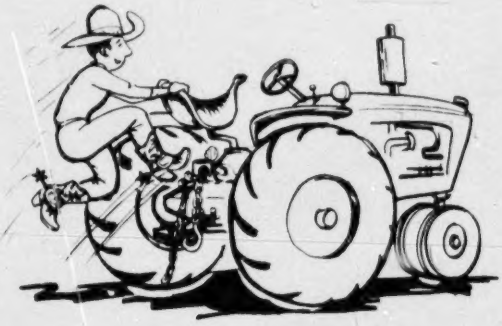
*This series of transparencies was developed by L.C. Scaggs, teacher of agriculture, at Fleming County High School for use in teaching an agriculture mechanics unit published by the CDC.

TRACTOR SAFETY



DO

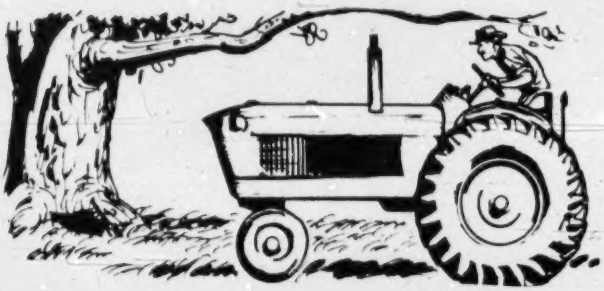
Realize HIGH-SPEED CARS and SLOW-SPEED TRACTORS present a dangerous situation. Abide by the rules of the highway. Use proper hand signals, slow-moving vehicle reflectors, lighting and marking required by your state vehicle code.



DON'T

Travel during heavy traffic periods. Don't turn corner too fast.

Curr. Dev. Cntr.-U.K.-1208



DO

LOOK AHEAD FOR HAZARDS.

DON'T

LET INJURIES HAPPEN DUE TO YOU NOT BEING ALERT.

Curr Dev. Cntr. U.K - 1208

DO

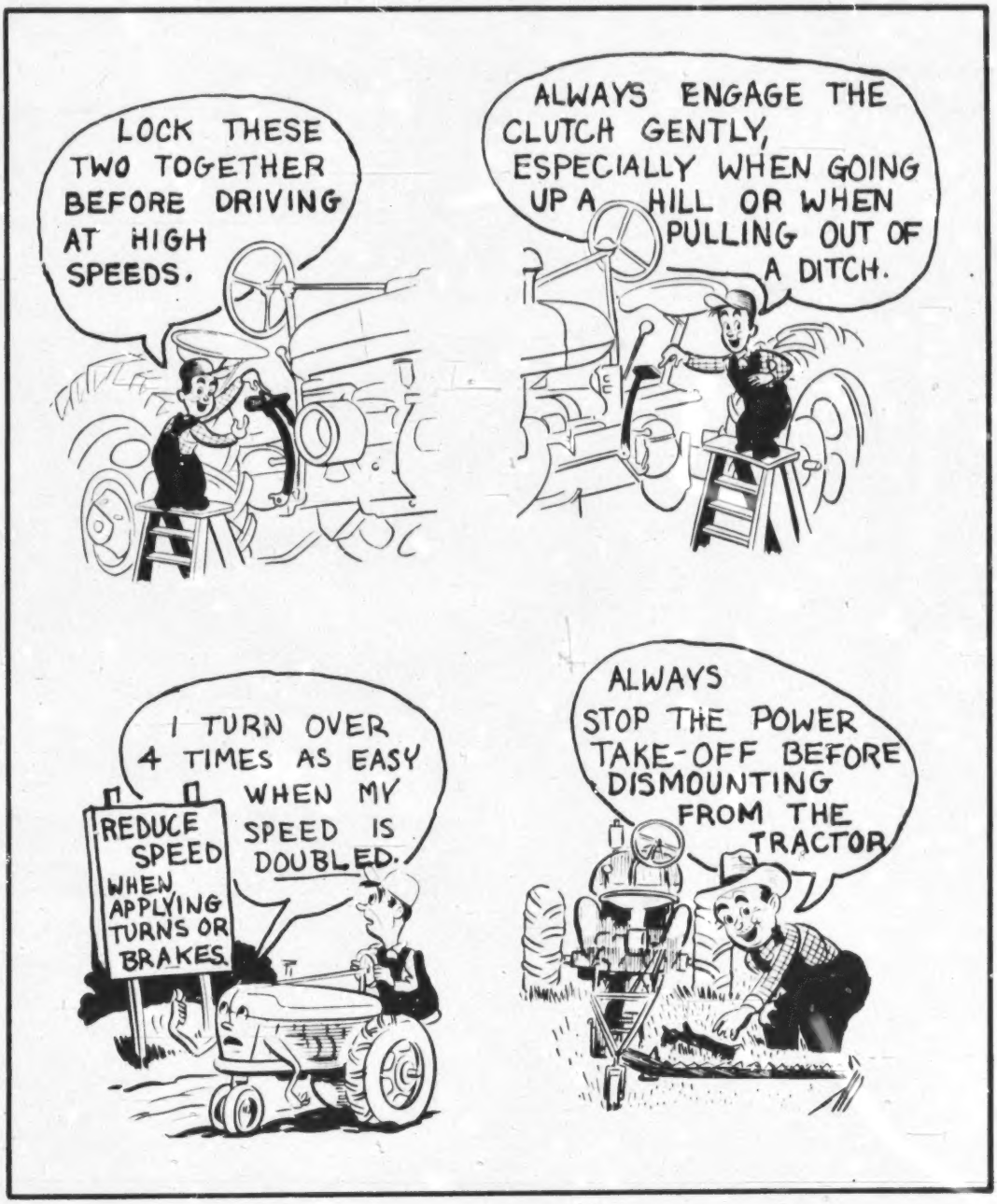
Keep fenders in place at all times as they are guards for your protection.

DON'T

Remove any shield from tractor unless absolutely necessary.

HEY!, PUT ME IN NEUTRAL FIRST.
THIS GUY IS REALLY DRESSED FOR AN ACCIDENT.
BETTER SLOW DOWN, BUB....THEY DON'T MAKE SPARE PARTS FOR YOU.
I TRIED RIDING THE DRAWBAR DOGGONE IT.
ALWAYS RIDE ON THE TRACTOR SEAT

r. Dev Cntr. -1208


LOCK THESE TWO TOGETHER BEFORE DRIVING AT HIGH SPEEDS.
ALWAYS ENGAGE THE CLUTCH GENTLY, ESPECIALLY WHEN GOING UP A HILL OR WHEN PULLING OUT OF A DITCH.
I TURN OVER 4 TIMES AS EASY WHEN MY SPEED IS DOUBLED.
REDUCE SPEED WHEN APPLYING TURNS OR BRAKES.
ALWAYS STOP THE POWER TAKE-OFF BEFORE DISMOUNTING FROM THE TRACTOR

DO

Discourage extra riders on tractors.

DON'T

Allow riders on tractor, drawbar, or towed equipment.

DO

WHEN STUCK IN MUD, TRY TO BACK OUT. BE PULLED OUT IF NECESSARY.

DON'T

GUN THE ENGINE AND DON'T FASTEN POST TO REAR WHEELS TO GET OUT.

Curr. Dev Cntr. U.K. -1208

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Tractor Crash Kills Farmer

Man Dies

YOUTH PINNED BY TRACTOR, DIES

Tractor Mishap Kills Farmer, 52

RICHMOND, Ky. — A Madison County farmer was killed Thursday when the tractor on which he was riding went out of control and plunged over an embankment.

[redacted] 52, Richmond Route 4, died of a crushed chest and other internal injuries, Madison County Deputy Coroner [redacted] said. The accident happened on the Bennett farm, seven miles north-

54% of Farm Fatalities Are Tractor Falls

BROOKINGS, S.D. — Thirteen South Dakotans were victims of tractor accidents during 1968, according to [redacted] agricultural engineer at South Dakota State University.

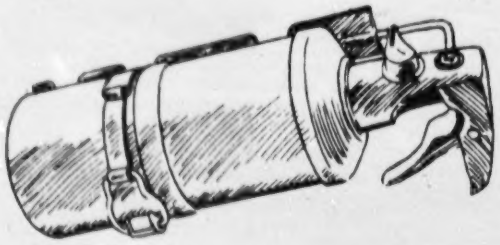
Tractors accounted for 54 per cent of all farm fatalities last year and tipping accounted for at least 20 per cent of the deaths. Five out of the 13 counted in South Dakota were

Victim of Tractor Accident Monday

[redacted] 16, son of Mr. and Mrs. [redacted] of the Mt. Tabor road, Ewing route 1, was injured Monday evening, when thrown from a tractor.

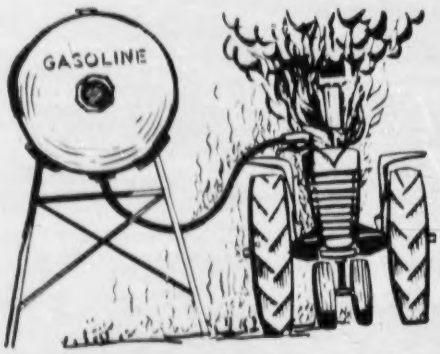
The youth was riding the tractor in the tobacco field at the home of his parents, when the accident occurred. He suffered cuts and bruises, but escaped without broken bones. He was

Dev Ctr UK 1108



DO

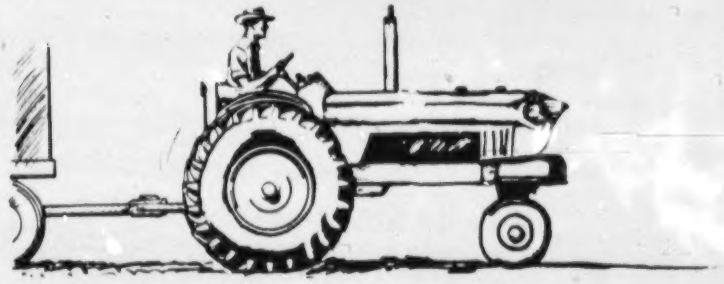
STOP ALL MACHINERY AND SHUT OFF ALL ENGINES WHEN REPAIRING AND REFUELING. ALLOW TO COOL BEFORE REFUELING. CARRY AN APPROVED DRY CHEMICAL EXTINGUISHER.



DON'T

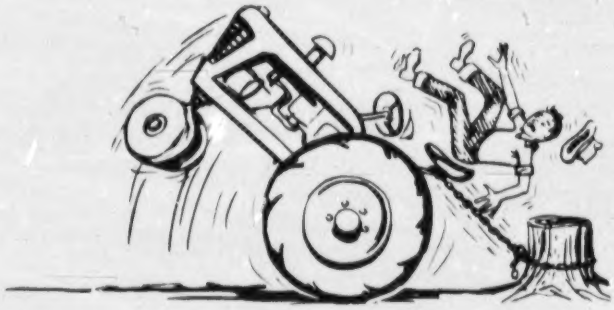
LET THIS HAPPEN TO YOU.

CUFF DEV CNTR U.K - 1208



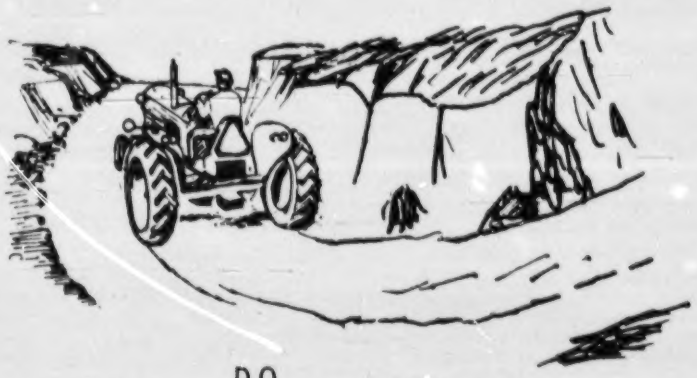
DO

Hitch only to the drawbar and keep it low.



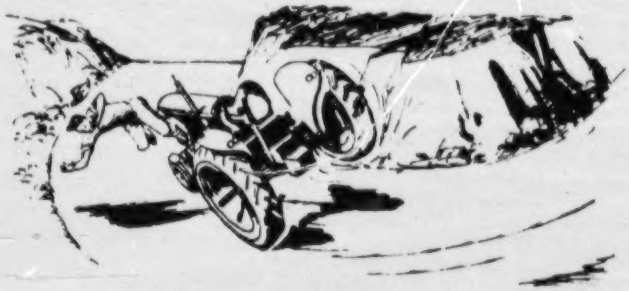
DON'T

Hitch the load too high, as this may overturn tractor backwards.



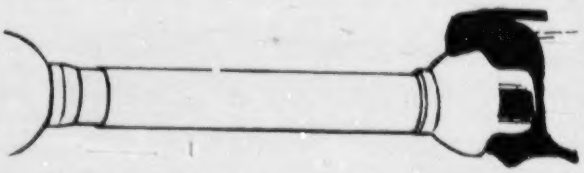
DO

SLOW DOWN when turning to prevent over-turning sideways.



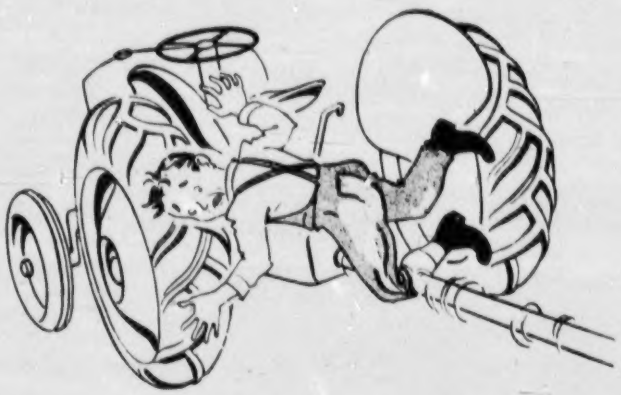
DON'T

Make SHORT TURNS while traveling at high speed, even on level ground, because tractor may overturn sideways.



DO

ALWAYS KEEP POWER-TAKE OFF SHIELD IN PLACE.

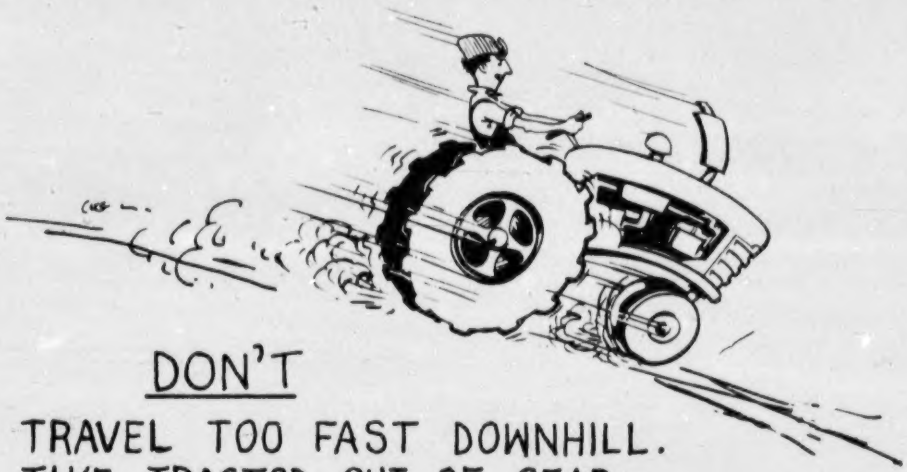


DON'T

ALLOW A PTO SHAFT TO MUTILATE YOU.
DO NOT WEAR LOOSE CLOTHING.

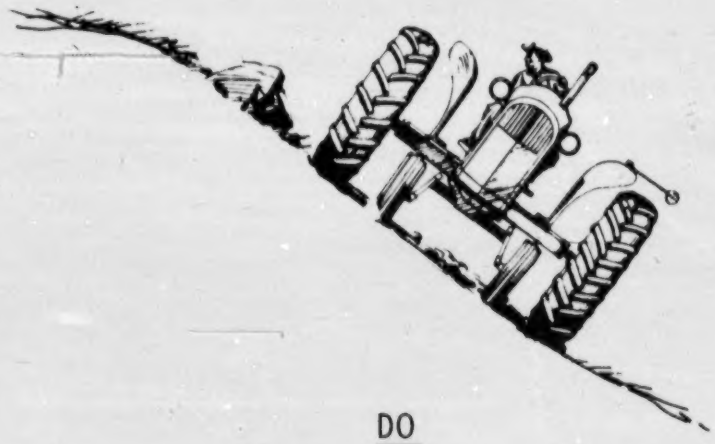
DO

ADD FRONT-END WEIGHTS WHEN OPERATING ON HILLY GROUND AND PROCEED WITH CAUTION. (USE LOWER GEARS WHEN GOING DOWNHILL.)



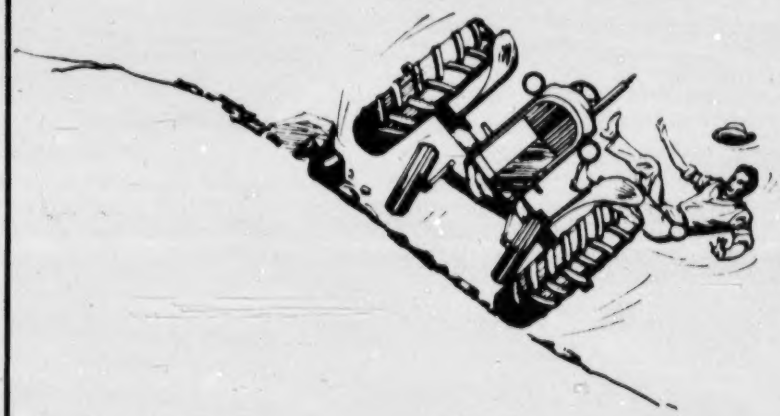
DON'T

TRAVEL TOO FAST DOWNHILL.
TAKE TRACTOR OUT OF GEAR.



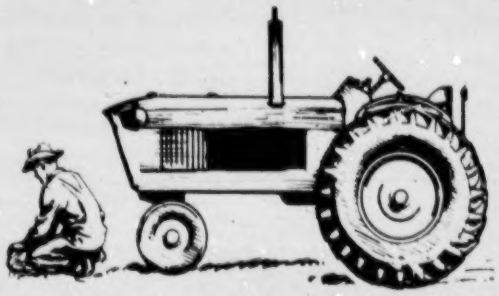
DO

Avoid obstacles such as holes, stones or stumps when working on slopes. Spread wheels wide apart.



DON'T

Allow holes, rocks, stumps or rough ground to upset you.



DO

GET OFF ONLY AFTER TRACTOR STOPS. ALLOW IT TO BE IN MOTION ONLY WHEN A DRIVER IS AT THE CONTROLS.

DON'T

DISMOUNT WHEN TRACTOR IS MOVING.

Curr. Dev. Ctr.-UK.-1208

DO

FOLLOW

SAFE

PRACTICES

AND

PREVENT

INJURY

OR

DEATH

IT WAS JUST A TEMPORARY SET-UP.

I DID IT THAT WAY FOR YEARS.

I WAS IN A HURRY.

...OTHER WAY IS TOO MUCH TROUBLE.

NOW I KNOW WHY IT'S BETTER TO SHUT IT OFF.

ALIBIS DON'T EXCUSE ACCIDENTS

Curr. Dev. Cntr.-U.K.-1208

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Prepared and Issued By

Curriculum Development Center
Resource Center for Special Vocational Education Teachers
Department of Vocational Education
University of Kentucky
Lexington, Kentucky

In Cooperation With

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Bureau of Vocational Education
Special Vocational Functions Unit
Frankfort, Kentucky

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